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THE UNIVERSITY OF ALBERTA

A STUDY OF RURAL HIGH SCHOOLS IN ALBERTA

by

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The undersigned certify that they have read,  
and recommend to the Faculty of Graduate Studies for  
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Schools in Alberta" submitted by Donald V. Kilback  
in partial fulfilment of the requirements for the  
degree of Master of Education.

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## ABSTRACT

The topic of this thesis is an analysis of several aspects of education in a sample of rural high schools. The purpose of the study was to focus increased attention on problems related to the operation of the small rural high schools, and possibly to assist in achieving some measure of equality in educational opportunities for rural high school students. Included in the study was an examination of the high school programs, the procedures and practices utilized in organizing the staff and students for instruction, certain features of the centralization problem, and the apparent strengths and limitations of the rural high schools.

The actual sample on which the study was based consisted of sixty-five public high schools of size four to six teachers offering instruction in grades, ten, eleven, and twelve and located in thirty-seven divisions and counties in Alberta. Data for the study were obtained mainly from questionnaires directed to the principals of the selected high schools and to the superintendents of the divisions and counties in which the schools were located. Additional data were obtained from the Department of Education Form A cards for the school year 1964 - 65.

Findings indicated that the programs of the rural high schools were restricted almost entirely to matriculation courses; furthermore, it was found that the greatest sources of influence on the nature of the high school programs were the Department of Education, its agents, and the university. Only about 57 per cent of all the students obtained a





high school diploma in the school year examined. Almost two-thirds of the students who did obtain a diploma enrolled in further education. An overall average of about 10 per cent of the students dropped out from school, mainly because of unsatisfactory achievement. Almost 40 per cent of the drop-outs enrolled in further training.

A few of the procedures and practices available for organizing the high school programs were found to have had fairly common usage. These included the cycling of diploma courses, double programming, inclusion of grade nine in the high school departmentalization, extra classes, and field trips. Although recent technological developments have had relatively little impact on the nature of the instructional aids used in the rural high schools, there was found to be a substantial increase in the frequency of use of the more traditional kinds of aids.

The findings revealed that the Department of Education and its agents, especially the superintendents, were the most active supporters of centralization, while the parents of the high school students most actively resisted centralization. It was found that the major reasons given for centralization were to provide a more adequate program, to reduce the number of drop-outs, and to assist in obtaining qualified teachers, while the major reasons against centralization involved the distance factor and the disruption of communities.

The major strength of the rural high schools appeared to be the degree of individual assistance received by the students, while the major limitation was apparently the inadequacy of the programs offered.



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## CHAPTER I

### THE PROBLEM AND DEFINITIONS OF TERMS

There is a long-standing and continuing concern for the development of high quality rural education in Alberta. Although there have been improvements over the years, there appears to be a need for further adjustments. The processes of industrialization and urbanization in this province have been associated with increased opportunities in academic and vocational education. Understandably, these opportunities have been much more readily available to city students than they have to students in the rural areas of the province. Attempts to improve the quality of rural education have generally involved the centralization of schools and the extension of facilities for instruction. But factors such as tradition, distance, and a scattered population may limit the degree to which further centralization is effective or desirable in certain areas of Alberta.

#### I. THE PROBLEM

Nature and importance of the problem. A number of investigators, as outlined in Chapter II, have made significant contributions in the field of rural high school education. Evidence of continued interest in the rural high schools of this province are the recent report by Downey on "The Small High School in Alberta"<sup>1</sup> and the

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<sup>1</sup>Lawrence W. Downey, The Small High School in Alberta (Edmonton: The Alberta School Trustees' Association, 1965).





formation of a special legislative committee which was empowered to investigate and report on the problem of centralization of schools in Alberta; the report of this committee will be published in the near future. The purpose of these investigations has been to provide data on which could be based recommendations leading to a strengthening of the educational opportunities available to rural high school youth.

Knowledge of the kinds of programs offered in the rural high schools, and of the kinds of instructional procedures utilized in implementing the programs, should be of value to administrators and teachers as they seek ways to improve upon the existing structure. An awareness of alternative methods of grouping students for instruction, which may involve different types of centralization, should be of assistance in the organization and effective use of the resources and facilities of a community. There may also be value in identifying the apparent strengths and limitations of the rural high schools in order that administrators and teachers can attempt to capitalize on the perceived strengths and endeavor to alleviate the perceived limitations. Knowledge of the persons who are exerting the major influences on the nature of the high school programs, and on the kinds of organization designed to help achieve the objectives of education, should have implications for personnel selection and long range planning.

The results of this study should be of interest to rural administrators in assessing their own educational programs; the data provided may serve as a basis for comparison. Rural high schools in Alberta have not been studied previously by means of the particular method



selected for this investigation.

Many administrators are concerned about the apparent lack of quality and quantity in rural high school education. If programs are not adequate to meet the needs of boys and girls today, then it is essential that appropriate measures be taken in order to ensure that opportunities for youth in rural areas of Alberta will more closely approximate the ideal of equality in education.

Statement of the problem. The purpose of this study was to analyze certain aspects of education in selected rural high schools in Alberta. The main points of inquiry were related to the nature of the programs offered, the methods of programming and organization that have been practiced, and the possibility of increasing the educational opportunities for all the students by means of certain alternatives in program and organization. In particular the study examined:

1. The kinds of educational programs that were being offered in the rural high schools.

2. The methods that were being used to implement the programs in an attempt to obtain effective utilization of the available facilities and instructional personnel.

3. Procedures and problems associated with the centralization of students for instruction.

4. Alternative procedures in programming and organization that might be effective in increasing educational opportunities in the rural





high schools.

5. The major strengths and limitations of the rural high schools, as perceived by the principals, and the methods by which these limitations might be overcome.

## II. DELIMITATION OF THE PROBLEM

The study was delimited to a sample of rural high schools in Alberta. Specifically, the sample consisted of sixty-five public high schools of size four to six teachers offering instruction in grades ten, eleven, and twelve and located in thirty-seven divisions and counties. The time interval of the study was delimited to the period January 1, 1964 to June 30, 1965. Furthermore, the study was delimited to the information obtained from the principals and superintendents questionnaires and from the Form A cards.

## III. LIMITATIONS OF THE STUDY

Since this study was conducted mainly by means of questionnaires, it is subject to possible inaccuracies due to misinterpretations arising from indirect communication. Further limitations of the study are as follows:

1. The opinion-type information obtained by means of the questionnaires may not always represent the valid and reliable views of the respondents.

2. The study excludes such possible respondents as students,



parents, school boards, and university personnel.

3. The study is restricted to a sample of only one type of rural high schools, as indicated in the previous section. Therefore the findings are not directly applicable to other kinds of rural high schools in Alberta.

4. The study is not directly concerned with the physical aspects of the rural high schools, nor with provisions for supervision of the educational program, although these factors certainly influence the type and quality of the education available to the students.

#### IV. DEFINITION OF TERMS

The following terms are defined according to their particular usage or meaning in this study, and are grouped in relation to types of programs, types of students, and centralization of schools.

##### 1. Types of programs

Matriculation program. Those high school courses required for university entrance.

Diploma program. Those courses which fulfill the requirements for a high school diploma.

##### 2. Types of students

Matriculation students. Those students attempting to achieve the requirements for university entrance.

Diploma students. Those students attempting to achieve the requirements for a high school diploma.





Grade ten student. A student who is enroled in his first year of high school, or one who has not yet obtained any high school credits.

Grade eleven student. A student who has obtained some high school credits, and may therefore be considered as enroled in the second year of high school.

Grade twelve student. A student who is enroled in one or more grade twelve courses, and who is in at least the third year of high school.

### 3. Centralization of schools

Partial centralization. The conveyance of groups of high school students from one school to another for part-time instruction in subjects such as shop and home economics.

Centralization. The enrolment in one school, of the high school students formerly attending two or more schools.

## V. OVERVIEW OF THE STUDY

Chapter II of this report reviews the literature related to the study, while Chapter III outlines the methodology, instrumentation, and sampling procedures. Chapter IV provides an analysis of the educational programs of the rural high schools, Chapter V examines the use of various instructional procedures, Chapter VI presents certain features of the centralization problem, and Chapter VII reveals the strengths and limitations of the rural high schools as perceived by the principals. Chapter VIII provides a summary and discussion of the findings, and presents a number of recommendations which have developed from this study.



## CHAPTER II

### SURVEY OF RELATED LITERATURE

A search of the literature revealed that there are a number of Alberta studies related to certain aspects of rural high school operation (9, 14, 19, 20, 23). In addition, there are a number of publications of the Department of Education which focus attention on and indicate concern for, the problems of rural high schools (2, 22, 29, 33). There are numerous books and articles about rural secondary education in other countries such as Great Britain and United States as well as in various parts of Canada. Consequently, it has been necessary to make a selection of those references pertaining to Alberta and elsewhere which appear to be most pertinent to the scope of this study. The content of the literature surveyed provided a basis for the construction of the principals' and superintendents' questionnaires.

The material in this chapter is presented in four sections. The first section surveys some of the characteristics of programs of rural education generally and also focuses on the programs of rural high schools. Subsequent sections review literature related to methods of organizing instruction, consolidation and centralization of schools, and the strengths and weaknesses of the small rural high schools.

#### I. THE PROGRAMS OF RURAL HIGH SCHOOLS

The literature reveals that the programs of the rural high





school has received much serious attention in Alberta. In 1935 the Department of Education reported that the needs of rural communities were not adequately served, that the small school unit was neither efficient nor economical, that educational opportunity in rural schools was not equal to that in urban schools, and that there was a need for diversified education which could not be provided under the existing administrative structure (34, pp. 3 - 5). Eight years later the Chief Superintendent of Schools, Dr. W. H. Swift, reported that the matriculation program was firmly entrenched in the high schools. He stated that although a matriculation program was of value and essential for many students, it was also true that a great many students took matriculation work for which they had no aptitude and which served no useful purpose in their lives (29, p. 5).

The Report of the Royal Commission on Education in Alberta re-emphasized the need to provide greater equality of education for all -- the gifted, the handicapped, and the children in rural areas (22, p. xii). Similarly, the reports of county and divisional superintendents and high school inspectors invariably express concern over the limited offerings in the smaller rural high schools. Attempts have been made to provide additional staff in order to increase the program in some areas. However a shortage of qualified teachers persists, particularly in subjects such as modern languages, physical education, fine arts, business education, industrial arts, and home economics (2).

Uhlman describes the need for more and better education for large numbers of Alberta rural youth, since many people who receive





their basic education in rural communities will transfer their earning power elsewhere, and those who have progressed further in school will make the greatest contribution to industrial and social life in the city (33, p. 23). Hambly found that the programs of the two-room high schools in Alberta were severely restricted and offered little opportunity to students who were not planning to attend university, nor did the programs provide for the civic needs of the average students (14, p. 17). Furthermore, approximately 30 per cent of those who enrolled in two-room high schools graduated, and only 10 per cent of the graduates attended university (14, p. 110). Downey stresses the importance of general education, not a narrow, vocational specialization, because of the need for a broad, differentiated program to suit a variety of abilities and interests (10, pp. 2 - 7).

A number of projects in the Western and Eastern States have significance for rural high school education. Of particular interest are the Catskill Area Project in Small School Design (C A P) and the Rocky Mountain Area Project for Small High Schools ( R M A P ). The Colorado State Department of Education which sponsored the Rocky Mountain Area Project had found that the small high schools suffered from several main handicaps which were identified as follows: difficulty in attracting and retaining good teachers, narrow program, inadequate facilities and equipment, small enrolment, and lack of recognition and encouragement of capable teachers in small communities. The sponsors found further that the problems could be overcome by three main solutions: consolidation of schools, sharing of services among several schools, and modified methods of instruction. (5).



Downey includes a number of the ideas from these projects in his report on small high schools in Alberta. He presents an analysis of the scope of the programs in the small high schools. He finds that schools of less than two hundred students offer little chance of success, that the programs in the smaller type high schools are quite inadequate to meet the needs of the students, that rural high school teachers are less well-educated than their urban colleagues, and that library, instructional supplies, and equipment are extremely inadequate in the very small high schools (9, p. 58).

Mason describes a long history of experiments designed for the improvement of rural schools in Scotland. He expresses the ideal of establishing a closer relationship between the school and the community, with the objective of developing the social, moral individual (18, pp. 171 - 189). Richmond also believes that education is a moral and social process (23, pp. 71 - 86). He states that all-round reforms in rural schools could be effected without new buildings and without any additional expenditures, if only the quality of the teaching were improved and if the school were given more opportunity for developing good human relationships with its neighborhood (23, p. 199). Cushman also supports the ideal of the community school (8, p. 5). The National Education Association states that to be effective, education must grow out of the life of the people it serves; cooperative part-time occupations programs, vocational-type correspondence courses, and multiple use of rooms are recommended for the rural high schools (26, p. 103).

Rideout criticizes rural high schools in Saskatchewan for their inadequate facilities, limited curriculum, and poor teaching. He points





out that in 1951, 54 per cent of urban high school youth were in school, as compared with only 44 per cent of farm high school youth (25, p. 42). The National Society for the Study of Education takes a similar position when it suggests the implementation of field trips, student clubs, agriculture, homemaking, and trades training in order to make education more functional (11, pp. 178 - 190).

Hohol, in discussing the problem of high school drop-outs, suggests that the school should experiment with a combination of general and specialized education which will best meet the needs of those who terminate their education (16). Adjustment of the curriculum so as to provide three tracks is suggested by Hagen in attempting to meet individual differences in the small high school (13, p. 50). Conant favors a comprehensive high school which will meet the needs of all students, including the approximate one-third who go to college (6, pp. 46 - 63). In a nation-wide study of the status of the small high school, Iwatomo agrees that the high school must accommodate the two-thirds of the students who are enrolled in business, industrial arts, and general courses (17). Rusch explains how special provision is made for gifted students in rural areas; one procedure is to hold Saturday seminars in mathematics, science, social studies, and the humanities (27).

## II. ORGANIZING THE PROGRAM OF INSTRUCTION

Several procedures reported in the literature have already been indicated in the previous section (26, 11, 27). It is, of course,





difficult to separate methods of grouping students and methods of instructing them, from the content of the program. However, recent experiments in the United States have re-focused attention on instructional innovations, an aspect of education that appears to have been rather badly neglected.

Generally, these projects have attempted to develop the potential strengths of smallness. The five major instructional methods involve multiple classes, small group techniques, technical resources, university-developed correspondence courses, and community resources (5). McDivitt reports that a closed circuit telephone innovation helps provide pupil services which are not otherwise available, such as conversation of students with their peers at some distant point, lectures by experts, speech therapy, and foreign language instruction (21). Downey discusses the use of multiple classes, flexible scheduling, prepared materials and courses, Saturday seminars, and part-time specialists; mobile teachers, students, and facilities; resource centres and community resources, all from the point of view of strengthening the programs of the small high schools (9).

Of particular interest are the experiments involving technological communications. Ford describes an "electronic bank" as the nerve centre of the school. Here would be stored video and audio tapes, films, programmed materials, and the necessary transmittal and receiving equipment, all available at the touch of a button to every teacher in the school (12, p. 6). A project utilizing educational television was conducted during 1961-62 in Indiana. Five million students in 13,000 schools watched television programs broadcast from an airplane (12, p. 15). Extensive



quality courses are being developed, both for television presentation and as filmed courses. Team teaching, multiple classes, and small group techniques have been used in conjunction with tapes and films. Advanced chemistry and physics courses have been presented to gifted students in both the Catskill Area Project and the Rocky Mountain Area Project. Experiments have included the use of teacher assistants and development of shared resources. Most of these developments show definite possibilities. Although the evidence of the effectiveness of multiple classes is not clear-cut, the technique does seem to complement the principles of small-group learning and flexible scheduling (5). Anderson points out that the teacher in a multiple class situation is much more dependent on audio-visual materials. He also suggests that the technological innovations can provide special learning opportunities for gifted students (1).

In conclusion, Downey (9) and Rusch (27) have both suggested that colleges can make worthwhile contributions to the small rural high schools through provision of consultative and advisory services. Hanna supports this view in such fields as programs for gifted children and special education for the handicapped (15).

### III. CENTRALIZATION AND CONSOLIDATION OF SCHOOLS

The Report of the Legislative Committee on Rural Education adopted in 1934 recommended careful study to the question of the larger unit of administration in an effort to evolve a plan that would permit bringing the rural schools of Alberta to a higher degree of efficiency. The plan was implemented in the formation of school divisions through the





consolidation of many small districts. These larger administrative units were described as providing the best answer that had been advanced to the question of secondary education in rural areas (34, pp. 7, 11, 13). Some years later Dr. W. H. Swift stated that larger schools were essential in the implementation of a comprehensive secondary school program, and that such schools could be developed only by a great expansion of dormitory facilities and at considerable expense. He said that if parents did not wish the pupils to be educated away from home, there was little that could be done (29, p. 7).

The Report of the Royal Commission on Education in Alberta expressed the view that centralized schools have undoubtedly improved rural education, but that few if any existing centralizations could meet all future rural education requirements. Restriction or modification of their function and their absorption into a community college system were given as the imperative next steps in advancing rural education (22, p. 256). An examination of the Annual Reports of the Department of Education for the past decade reveals the persistent retention of smaller high schools in rural areas. Attempts to provide broader programs through centralization are sometimes thwarted by long distances, poor roads, and public opposition. Although a few superintendents report centralizations more or less complete, others report a planned program of centralization is in effect, while some report little movement in this direction (2).

McCall gives a history of the formation of high school districts from 1921 - 35, after which they were absorbed into divisions (20). Downey, in his recent report on the small high school, advocates the





plan of the multi-campus high school in which a number of schools would be under a common administration but would perform differentiated functions (9, p. 60). Essentially, this plan appears to be a matter of sharing resources, both human and material, among a number of schools, with the objective of providing a higher quality education for all the students. Downey produces evidence to show that the achievement of students in the small high schools was much inferior to that of students in the urban high schools (9). In a study in Wisconsin, Rowe was also able to obtain evidence of higher academic achievement in the larger reorganized districts than in the non-reorganized districts (25).

Sumpton states that testing and health services should be available from an intermediate district, and advocates regional technical and vocational schools as well as provision for adult education (28). Thompson declares that in England it is too soon to say that comprehensive schools are the answer to rural problems, but that some of them are doing a good job (32). The White House Conference on Rural Education, 1944, discloses that the rural schools will have to be consolidated if adequate educational opportunities are to be made available at reasonable cost (31, p. 39), while the National Education Association calls for centralization of schools for efficiency and higher quality education (26, p. 76).

In discussing the American High School, Conant asserts that the small high school should be eliminated by district reorganization, and adds that such action will help to relieve the shortage of qualified specialists (6, pp. 37 - 38). However, in Alberta, Uhlman states that



major extension of the present pattern of centralization is not feasible and that other forms of organization are required (33, pp. 104 - 106). Anrig suggests a number of sociological factors such as provincialism, inter-community rivalry, school patronage and community composition that affect school consolidation (3). A study in Alberta in 1957 which compared the degree of centralization in two school divisions revealed that one division had nearly every student attend one of its six large centralized schools, while the other division had very few students being bussed (19, p. 122). The difference in policies of the two school divisions appears to have been based primarily on geographic and political factors.

#### IV. STRENGTHS AND LIMITATIONS

The Department of Education in 1935 identified the outstanding weakness in the rural high schools to be the inequality of opportunity as between rural and urban children (34, p. 6). This weakness, judging by the Annual Reports of the Department of Education, has continued over the years. In some isolated areas it is impossible to secure high school teachers because qualified teachers tend to move to larger high schools where they may specialize (2).

Downey believes that the school should attempt to capitalize upon the potential strengths of smallness: intimacy, simplicity, and flexibility, and also should try to overcome the weaknesses of smallness: inadequate program, staff, and facilities. He suggests that this might be done by better staff utilization, by supplementing teacher talent with other human talents and available technologies, and by increased coopera-





tion and sharing of resources in a multi-campus high school situation (9, p. 66).

Bohrson states that the small high school is not a "derived school" which can achieve high quality by trying to imitate a big school. The result of such attempts, he says, is that the rigidities of the large school are simply transferred to the small school situation which is inherently flexible (4, pp. 116 - 118). Bohrson indicates that the two potential strengths of the small high school are logistical flexibility and human rapport, and he identifies the administrator of the small high school as the single most critical factor accounting for quality or lack thereof.

## V. SUMMARY

Evidently there is a considerable commonality of viewpoint in the literature regarding the kinds of programs that have been available in the rural high schools. Generally, the programs appear to have been designed primarily for college preparation. Persistent attempts have been made to enlarge schools through consolidation and centralization in an endeavor to offer more adequate programs; such attempts have met with only partial success.

In the opinion of some writers the traditional kinds of centralization seem to be reaching a limit, at least in some areas, and there are demands for new types of organization and communication to facilitate an improved quality of education. Educational technology is still in its infancy, but significant steps may be taken to implement methods that can





assist in overcoming the serious limitations of the rural high schools.

The problems of rural high school education are in the forefront today in Alberta as well as in the United States. It is essential that as much knowledge as possible be obtained in this subject in order that the problems can be attacked with intelligence and understanding. Therefore, there is a need for further investigations and studies on various aspects of education in the rural high schools.



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### CHAPTER III

#### METHOD OF STUDY, COLLECTION OF DATA, AND DESCRIPTION OF SAMPLE

This chapter outlines the selection and nature of the sample, the method of investigation, the construction of the instruments, and the collection of the data.

##### I. SELECTION OF THE SAMPLE

The high schools in the divisions and counties in Alberta range in size from a number of one-teacher schools in isolated areas to a twenty-seven teacher high school adjacent to an urban centre. According to the Annual Report of the Department of Education, 1963, the classification of the high schools outside the cities was as follows:

TABLE I

DISTRIBUTION OF NON-CITY HIGH SCHOOLS BY SIZE

No. of Staff Members	No. of Schools
1-teacher	44
2-teachers	44
3-teachers	46
4 or more teachers	222

The category of high schools with four or more teachers was selected since it appeared to provide a sufficient number of schools from





which a fairly broad sample might be drawn. From a published Department of Education list of high schools in the province were removed the separate schools, the private schools, the Indian schools, and schools not within divisions or counties. Several other high schools were also eliminated immediately because they did not offer instruction in all of grades ten, eleven, and twelve. Furthermore, only high schools having four to six teachers were retained in the sample in order that the study would be limited to a certain type of rural high school. As a result, there remained for study ninety-seven public high schools of size four to six teachers offering instruction in grades ten, eleven, and twelve and located in forty-four divisions and counties. However, three of these high schools were subsequently eliminated when information from the Department of Education Form A cards revealed that they did not offer instruction in all of grades ten, eleven, and twelve during the school year 1964-65.

Thus the population consisted of ninety-four high schools meeting the specified criteria. Of these schools, nineteen were four-teacher, forty-eight were five-teacher, and twenty-seven were six-teacher size.

## II. METHOD OF INVESTIGATION

Much of the information pertaining to the content of the educational programs offered in the high schools was obtained from the Department of Education Form A cards for the year 1964-65. These cards also furnished data related to the teachers and their qualifications.

A questionnaire was used to obtain from the principals of the



selected high schools information concerning instructional procedures within their schools as well as further details of their programs.

Another questionnaire was used to obtain from the superintendents of the counties and divisions, within which the selected high schools were located, information related to their high school systems.

### III. CONSTRUCTION OF THE QUESTIONNAIRES

The questionnaires were designed to obtain information on several of the aspects of rural high school education which have been considered important by the investigators reviewed in Chapter II on related literature.

Principals' questionnaire. Questions were constructed to enable the principals to report factual information as well as to solicit their opinions on matters concerning their particular high schools. The questions were organized under the following headings:

Section A. Classification of Students

Section B. Instruction

Section C. Organization

Section D. Sources of Influence

Section E. Strengths and Limitations.

Superintendents' questionnaire. Again the purpose was to enable the superintendents to report factual data as well as to solicit their opinions with respect to certain alternatives in organization and factors influencing the instructional programs in the high schools within their administrative areas. The questions were organized under the following







headings:

Section A. High Schools and Teachers

Section B. Organization

Section C. Sources of Influence

After several revisions, the questionnaires were submitted to the principals of ten rural high schools which were not included in the sample, and to three superintendents who were included in the sample. Several minor revisions resulted from this trial run. Copies of the final form of the questionnaires appear in Appendices A and B. Copies of the accompanying letters to the principals and superintendents appear in Appendix C.

#### IV. COLLECTION OF THE DATA

Data from the Department of Education Form A cards were obtained in January, 1965.

The questionnaires and accompanying letters were mailed to all the principals and superintendents during the first week in March, 1965. Two weeks later, a follow-up letter was sent to the principals and superintendents whose questionnaires had not been returned. This was followed two weeks later by a final request to those principals and superintendents who had still not returned their questionnaires.

Replies were obtained from sixty-five of the ninety-four principals contacted, and from thirty-seven of the forty-four superintendents contacted. The information obtained from the Form A cards and from the principals and superintendents questionnaires was summarized in appropriate tables and organized so as to provide fairly detailed treatment of several aspects of education in the rural high schools.



## V. DESCRIPTION OF THE SAMPLE

Responses were obtained from the principals of sixty-five public high schools of size four to six teachers offering instruction in grades ten, eleven, and twelve and located in thirty-seven divisions and counties in Alberta. Classification of the sub-types is indicated in Table II.

TABLE II  
DISTRIBUTION OF PARTICIPATING HIGH SCHOOLS BY SIZE

No. of Staff Members	No. of Schools
4-teacher	14
5-teacher	34
6-teacher	<u>17</u>
Total	65

Approximately one-half of the high schools were of five-teacher size. However, the nature of the sample can be better visualized in relation to certain characteristics of all the high schools in the selected divisions and counties. These characteristics are summarized in Table III. The data were obtained from the superintendents and includes principals who teach whole or part time, but does not include traveling or circuit teachers.

Approximately 40 per cent of the high schools within the selected divisions and counties were of size four to six teachers, and about 72 per





TABLE III  
CHARACTERISTICS OF ALL THE HIGH SCHOOLS AND THE TEACHERS  
WITHIN THE SELECTED DIVISIONS AND COUNTIES

No. of High Schools	Size of --Teaching Staff	Actual No. H.S. Teachers	No. H.S. Degree Teachers	Per cent H.S. Degree Teachers
80	3 or fewer	195	124	63.6%
75	4 - 6	343	247	72.0
26	7 - 10	214	127	59.4
15	11 or more	233	193	82.8
—		—	—	—
Totals 196		985	691	70.2



cent of the teachers employed therein had at least one university degree. Only the schools of eleven or more teachers had a higher percentage of degree teachers. About 70 per cent of the high school teachers in the divisions and counties had degrees. This figure is substantially lower than the 87 per cent of urban high school teachers who have four or more years of education beyond matriculation (1). Further information obtained from the Form A cards revealed that there were only five part-time teachers in the selected schools, and of these two teachers had degrees.

Thus it is apparent that the average amount of teacher education of the teachers employed in the high schools in this sample was slightly more than the average teacher education of all the high school teachers in the selected divisions and counties, but considerably less than the education of their city counterparts.

There were about twice as many high schools smaller than the type under study than there were larger than the type under study. Furthermore, the teachers in the four to six teacher high schools comprised over one-third of all the high school teachers. It should be noted, however, that the table includes ten additional high schools of four to six teachers that were not selected as part of the sample. The reason for this difference is that the superintendents reported all the high schools within their divisions or counties.

Geographical distribution of the high schools in the sample.

The high schools in this sample were classified according to their location in the six administrative zones as defined by the Department of Education. Their distribution is shown in Table IV.





TABLE IV  
DISTRIBUTION OF THE HIGH SCHOOLS IN THE SAMPLE WITHIN  
THE HIGH SCHOOL ZONES OF ALBERTA

Zone	No. of Schools
1 - Peace River Area	12
2 - Edmonton North-West Area	14
3 - Edmonton South-East Area	7
4 - Red Deer Area	10
5 - Calgary Area	15
6 - Lethbridge Area	<u>7</u>
Total	65

Evidently the four to six teacher type of rural high school was unevenly distributed among the zones. The sample contained about twice as many schools in the Edmonton North-West and Calgary Zones than in the Edmonton South-East and Lethbridge Zones. However, there was sufficient representation from throughout the province to suggest that the findings of this study may be equally applicable to all the rural high schools of the type described.

Enrolments of the high schools in the sample. The size of the enrolments should serve to characterize further the particular type of rural high schools examined in this study. Table V summarizes the enrolments by grade.

The average enrolment was less than twenty students in each of



TABLE V

DISTRIBUTION OF THE HIGH SCHOOLS IN THE SAMPLE  
BY STUDENT ENROLMENTS

Enrolment	Grade		
	10	11	12
0 - 5	1	2	1
6 - 10	4	12	12
11 - 15	10	13	16
16 - 20	22	15	21
21 - 25	14	11	7
26 - 30	11	9	4
31 - 35	3	1	1
36 - 40		2	1
41 - 45			2
Total	65	65	65
Mean	19.9	17.8	17.2





grades ten, eleven, and twelve. Only a few schools had more than thirty students in any high school grade; similarly a few schools had only five or fewer students in a grade. Most of the grade ten classes ranged in size from eleven to thirty students, while the grade eleven and twelve classes tended more frequently than the grade ten to have extremely small or relatively large enrolments.

## VI. SUMMARY

This study was based largely upon the responses obtained by means of questionnaires sent to the principals of the sixty-five selected rural high schools and to the thirty-seven superintendents within whose administrative areas the schools were located. Additional information was obtained from the Department of Education Form A cards. The report includes studies of the program, instructional procedures, centralization, and strengths and limitations of the rural high schools.

The sample of four to six teacher high schools, although distributed unevenly throughout the zones of Alberta, was fairly representative of the broad areas of the province. Accordingly, it should be possible to derive conclusions and formulate recommendations which will have general application to the type of rural high schools described in this study.



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## CHAPTER IV

### EDUCATIONAL PROGRAMS OF THE RURAL HIGH SCHOOLS

The type and number of courses offered to students, and the extent to which students are retained, may serve to supplement other measures of the quality and effectiveness of a high school. Where opportunities are restricted, it is not uncommon for students to further their education elsewhere or to drop out. The purpose of this chapter is to examine the nature of the educational programs offered by the rural high schools and to report certain other educational opportunities available to the rural high school students.

#### I. ENROLMENTS IN VARIOUS PROGRAMS

A student generally will take three or four years in high school to complete the requirements for matriculation or a diploma, and therefore may be considered as being enroled, for example, in a three- or four-year diploma or a three- or four-year matriculation program.

Table VI summarizes the enrolment of students in the four programs for the year 1964 - 65 in the selected rural high schools.

About 60 per cent of the grade ten students, and almost as many of the grade eleven and twelve students were enroled in matriculation programs while the remainder of the students were enroled in diploma programs. Furthermore, most of the students, whether matriculation or diploma, were enroled in three-year programs. However, it is interesting to note that at the grade twelve level, a lower proportion of the students were in a three-year program. Apparently a number of students who enroled



TABLE VI

## ENROLMENTS IN THE FOUR PROGRAMS FOR GRADES TEN, ELEVEN, TWELVE

Type of Program	Grade Ten		Grade Eleven		Grade Twelve	
	No. of Students	Per cent of Students	No. of Students	Percent of Students	No. of Students	Percent of Students
3-year Matriculation	630	48.5%	529	45.6%	406	35.9%
4-year Matriculation	157	12.1	132	11.4	234	20.8
3-year Diploma	385	29.7	330	28.5	277	24.6
4-year Diploma	126	9.7	168	14.5	211	18.7
Totals	1298		1159		1128	
Total students in selected schools, N = 3585.						





in a three-year program found that by the time they reached grade twelve a fourth year of school was required in order to complete their programs.

The data reveal the highest enrolment in grade ten (1298) with substantially fewer in grade eleven (1159), and grade twelve (1128). The total enrolment in grades ten, eleven, and twelve in the selected rural high schools was 3585 students.

## II. TYPE OF PROGRAMS OFFERED

An examination of the Form A cards revealed that the rural high schools were primarily concerned with providing matriculation programs in order that students would have the opportunity to prepare for university admission. Students who were not planning to attend university were offered some additional courses which they could use for credit towards a diploma.

Tables VII to X summarize the extent to which the rural high schools offered non-matriculation courses as a part of their programs during the year 1964 - 65.

Non-matriculation courses, grade ten. Typing was the most frequent course offered at the grade ten level. Other business courses such as book-keeping, business fundamentals, and record keeping were quite common, but shorthand was taught in only a few schools. Science 11 and Mathematics 11 were offered in approximately one-third of the schools. About one-fourth of the schools provided instruction in industrial arts and home economics, slightly less than one-third of the schools taught courses in the fine arts.





TABLE VII  
NUMBER OF SCHOOLS WHICH OFFERED SELECTED NON-MATRICULATION  
COURSES GRADE TEN

Course	No. of Schools Offering Course	Per Cent of Schools
Typing 10	58	89.2%
Book-keeping 10	26	40.0
Science 11	23	35.4
Mathematics 11	22	33.8
Occupations 10	19	29.2
Business Fundamentals 10	18	27.7
Record Keeping 10	17	26.2
Industrial Arts	17	26.2
Biology 11	16	24.6
Home Economics	15	23.1
Reading 10	14	21.5
Music 10	10	15.4
Drama 10	7	10.8
Literature 11	7	10.8
Shorthand 10	5	7.7
Art 10	4	6.2
Drafting 10	1	1.5
Health and Personal Development 10	1	1.5



In addition to the courses listed, less than one-fourth of the schools offered Mathematics 12 which is recommended for students who plan to attend an institute of technology. One school offered Ukrainian 10.

Non-matriculation courses, grade eleven. Table VIII indicates the kinds of non-matriculation courses offered by the high schools in grade eleven. As in grade ten, typing is observed to be the course that was most frequently offered, but only in about one-half of the schools. Physical Education 10a, offered for two or three credits to those students who obtained less than five credits in Physical Education 10, was second in frequency. Geography 20 and Literature 21 were each taught in twenty-six schools, while fewer than twenty schools offered Sociology 20 and Mathematics 21. Only six schools provided courses in the fine arts.

In addition to the courses listed, Mathematics 22 for technical students was taught in four schools, while Science 22 intended for the same purpose was taught in two schools. Ukrainian 20 and Latin 20 were each offered by one school.

Non-matriculation courses, grade twelve. As might be expected, the number of different kinds of non-matriculation courses offered at the grade twelve level was limited. Table IX, page 39, reveals the courses that were available to diploma students in the rural schools.

About 70 per cent of the schools offered English 33, as an alternative to English 30, to diploma students. In fact, English 33 only was offered in twenty-four schools. Twenty per cent of the schools taught Economics 30, as an alternative to Social Studies 30, while about





TABLE VIII

NUMBER OF SCHOOLS WHICH OFFERED SELECTED NON-MATRICULATION

COURSES GRADE ELEVEN

Course	No. of Schools Offering Course	Per Cent of Schools
Typing 20	33	50.8%
Physical Education 10a	29	44.6
Literature 21	26	40.0
Geography 20	26	40.0
Sociology 20	19	29.2
Mathematics 21	15	23.1
Psychology 20	9	13.8
Law 20	6	9.2
Physical Education 20	6	9.2
Book-keeping 20	5	7.7
Home Economics	4	6.2
English 23	3	4.6
Shorthand 20	3	4.6
Office Practice 20	3	4.6
Language 21	2	3.1
Art 20	2	3.1
Drama 20	2	3.1
Music 20	2	3.1
Industrial Arts	1	1.5



12 per cent taught Typing 30. Accounting 30 was offered in three schools while Music 30 and Home Economics were each offered in one school. The grade twelve diploma students were able to enrol in certain grade ten and eleven courses in order to supplement their programs.

TABLE IX  
NUMBER OF SCHOOLS WHICH OFFERED SELECTED NON-MATRICULATION  
COURSES GRADE TWELVE

Course	No. of Schools Offering Course	Per Cent of Schools
English 33	45	69.2%
Economics 30	13	20.0
Typing 30	8	12.3
Accounting 30	3	4.6
Music 30	1	1.5
Home Economics	1	1.5

In addition to the courses listed, Mathematics 31, required for matriculation by potential engineering students was taught in ten schools, French 31 in three schools, and Latin 30 in one school.

Number of non-matriculation courses, grades ten, eleven, and twelve. Slightly more than one-half of the schools offered five or six non-matriculation courses in grade ten. Nearly one-third of the schools offered three or fewer such courses. Five of the "larger" high schools provided seven or eight non-matriculation courses. Generally, the non-





matriculation part of the rural high school programs usually included mathematics, science or biology, and typing.

Fifty of the schools provided four or fewer non-matriculation courses at the grade eleven level, while twelve schools provided either five or six such courses. Three schools offered seven non-matriculation courses. Generally the number of courses was considerably fewer in comparison with the grade ten program. Furthermore, an examination of the programs of particular schools revealed that there was no pattern to the courses offered. Grade eleven students frequently enrolled in grade ten courses, especially the commercial subjects.

Twelve schools offered no non-matriculation courses in grade twelve. About one-half of the schools offered one course, and about one-fourth offered two courses. One school offered four non-matriculation courses. Many diploma students had to select courses from the grade ten or eleven programs, or take correspondence courses.

### III. NUMBER OF CREDITS OFFERED BY THE RURAL HIGH SCHOOLS

The rural high schools, as noted in the previous section, offered programs composed mainly of matriculation courses. Each matriculation course was offered for five credits (except certain Physical Education courses which may have been offered for fewer than five credits.) The non-matriculation courses were offered for five or fewer credits. Thus the number of credits that were available to students in grades ten, eleven and twelve is a measure of the extent of program offered at those levels.



TABLE X  
 NUMBER OF SCHOOLS WHICH OFFERED NONE OR MORE NON-MATRICULATION  
 COURSES BY GRADES

No. of Courses	Grade Ten	No. of Schools Grade Eleven	Grade Twelve
0			12
1	1	13	34
2	8	12	15
3	12	11	3
4	5	14	1
5	18	6	
6	16	6	
7	3	3	
8	2		
	—	—	—
Totals	65	65	65





Table XI summarizes the frequency with which various numbers of credits were offered by the rural high schools in each of the grades. The average number of credits offered in grades ten and eleven was very similar (about forty-four), while the average number of credits offered in grade twelve was somewhat fewer. From thirty-five to forty-four credits were available for grade ten students in thirty-eight schools, for grade eleven in thirty-four schools, and for grade twelve in thirty schools. Two schools offered sixty or more credits in grade ten, four schools offered the same number in grade eleven, but only one school offered fifty-five or more credits in grade twelve. At the other extreme, thirty to thirty-four credits were offered for grade eleven in three schools, but for grade twelve in twenty-three schools. On the average, these schools appear to correspond with Downey's Type II high school (40 - 99 students) which he says offers a reasonable matriculation program for 10 - 15 per cent of the students, and a few general education electives of doubtful value (1, p. 38).

#### IV. OPINIONS OF THE PRINCIPALS REGARDING ADEQUACY AND DIFFICULTY OF THE HIGH SCHOOL COURSES

The principals were asked to give their opinions as to whether or not the number and type of courses offered in their high schools were adequate for the matriculation and diploma students. Their opinions are summarized in Table XII. They were also asked to express their opinions with regard to the degree of difficulty of the high school courses. These opinions are summarized in Table XIII.



TABLE XI  
DISTRIBUTION OF SCHOOLS BY NUMBER OF CREDITS  
OFFERED IN EACH GRADE

No. of Credits	10	Grade 11	12
30 - 34		3	23
35 - 39	27	18	20
40 - 44	11	16	10
45 - 49	8	13	5
50 - 54	13	5	6
55 - 59	4	6	1
60 - 64	1	4	
65 - 69	1		
N =	65	65	65
Mean =	44.2	44.5	38.5





Adequacy of the high school courses. Approximately three-fourths of the principals considered that their high school programs were adequate to meet the needs of matriculation students; but fewer than one-fourth of the principals felt that their programs were adequate for the diploma students. On the other hand, one-fifth of the principals were of the opinion that their programs were not adequate for matriculation students, while over one-half of the principals thought that their programs were not adequate for the diploma students. Few of the principals were uncertain as to the adequacy of their matriculation programs, while about one-fifth of the principals were uncertain as to the adequacy of their diploma programs. Generally, the principals appeared to be much more confident that they were providing adequate programs for the matriculation students than they were for the diploma students.

TABLE XII

DISTRIBUTION OF PRINCIPALS ACCORDING TO THEIR OPINIONS REGARDING  
ADEQUACY OF THE HIGH SCHOOL COURSES

Type of Program	Adequate	Per Cent of Principals	
		Not Adequate	Uncertain
Matriculation	76.9%	20.0%	3.1%
Diploma	23.1	55.4	21.5

Degree of difficulty of the high school courses. This sub-section examines the degree of difficulty of the high school courses as perceived by the principals of the rural high schools. Obviously the degree of



difficulty of a course depends on many factors including its actual content, how it is taught, and who teaches it, as well as the capabilities and interests of the students. A course might be relatively easy for a certain matriculation student but difficult for a certain diploma student. However, data concerning the general level of difficulty of courses offered to matriculation and diploma students should be of value to teachers and administrators in planning programs and guiding students.

The principals were asked to express their opinions regarding the general degree of difficulty of courses offered in their high schools. Their responses are summarized in Table XIII. Eighty per cent of the principals considered the high school courses to be about the right level of difficulty for the matriculation students. However, about 14 per cent of the principals were of the opinion that the courses were too difficult, while about 6 per cent felt they were too easy.

TABLE XIII

DISTRIBUTION OF PRINCIPALS ACCORDING TO THEIR OPINIONS REGARDING  
THE DEGREE OF DIFFICULTY OF THE HIGH SCHOOL COURSES

Type of Program	Per Cent of Principals		
	Too Difficult	Too Easy	About Right
Matriculation	13.8%	6.2%	80.0%
Diploma	33.8	4.6	61.5

The principals' responses included comments which are summarized in the following paragraph:





About 14 per cent of the principals stated that they considered Chemistry 30 to be too extensive and detailed, and 9 per cent felt that Biology 30 was too difficult. Several principals felt that in general too much is expected from high school students in the sciences, in attempting to keep abreast with present and past advances in technology. On the other hand, several principals commented that there should be more independent research for superior matriculation students who do not find the present program sufficiently challenging. Finally, those principals who felt that the courses were too difficult indicated generally that too many students were obliged to attempt to achieve matriculation standards because of the lack of diploma courses available. About 61 per cent of the principals considered the high school courses to be about the right level of difficulty for the diploma students. About 5 per cent of the principals thought the courses were too easy, whereas approximately 34 per cent thought they were too difficult. Although there were conflicting opinions regarding the difficulty of high school courses, the principals agreed generally that the courses were considerably less difficult for the matriculation students than they were for the diploma students.

Comments made by the principals regarding the degree of difficulty of courses for the diploma students are summarized in the following paragraph:

Those principals who felt that the courses were too difficult emphasized the fact that their high school programs were restricted to essentially matriculation courses because of limited enrolment and staff.





Hence diploma students frequently had to take matriculation courses which they found they could not handle adequately, rather than being offered a program adapted to their abilities and needs. Generally, the principals felt that where appropriate courses could be offered (for example, English 33, Social Studies 30D, Geography 20, Science 11) the level of difficulty was about right.

#### V. SUPPLEMENTS TO RURAL HIGH SCHOOL PROGRAMS

There are at least two practices followed by rural high schools as a means of alleviating the problem of limited programs of study. One practice is to allow students to enrol in one or more correspondence courses, and another is to encourage students to attend some other school which offers a broader program for part of their high school education. Both practices are really attempts to supplement the programs of the rural high schools. However, in some instances, these practices may develop more by necessity than by design.

Use of correspondence courses. The high school division of the Correspondence School Branch offers courses of study which are used quite frequently by students in the rural high schools. Many of these students have learned to become somewhat dependent on such courses to fulfill diploma requirements. Table XIV summarizes the extent to which correspondence courses contributed to the programs of the rural high school students during the year 1964 - 65.





TABLE XIV  
ENROLMENT OF MATRICULATION AND DIPLOMA STUDENTS  
IN CORRESPONDENCE COURSES BY GRADES

Grade	Number of Students	Per cent of Students	Number of Courses
Matriculation Students			
10	142	18.0%	144
11	155	23.4	157
12	177	27.7	184
Diploma Students			
10	88	17.2	106
11	216	43.4	247
12	229	46.9	295
Totals	1007	28.1	1133

It is revealed in Table XIV that as students in these high schools progressed from grade ten to grade twelve there was an increasing reliance on correspondence courses. Especially noticeable at the grade twelve level is the fact that a considerable number of students were enrolled in more than one course during the year. A total of 1007 students were enrolled in 1133 courses. This represents about 28 per cent of the student body.

Eighteen per cent of the grade ten matriculation students took



one or more course, but the corresponding figure for grade twelve students is about 28 per cent. For diploma students the comparative figures are approximately 17 per cent for grade ten and 47 per cent for grade twelve. Almost one-half of the grade twelve diploma students were enroled in one or more correspondence courses.

Enrolment outside home attendance areas. Some students attended high schools other than those which they might normally be expected to attend. For purposes of this study a distinction was made between attendance at some other school within the division or county, and attendance at a school outside the home division or county. Table XV summarizes the enrolment of students at some other school within the division or county.

TABLE XV

DISTRIBUTION OF STUDENTS ENROLED IN A SCHOOL OTHER THAN THEIR HOME SCHOOL WITHIN THE DIVISION OR COUNTY BY GRADES

Grade	Number of Students	Per cent of Students
10	6	0.46%
11	12	1.04
12	14	1.24
	—	—
Total	32	0.89

The most significant fact evident from Table XV is that very few rural high school students were attending a school other than their home school within the division or county. The figures include only six





students from grade ten, twelve from grade eleven, and fourteen from grade twelve, amounting to 0.89 per cent of the student population. The reasons for such attendance were not investigated, but possibly relate to factors such as more convenient transportation, more suitable program, or personal preference.

As noted in Table XVI a fairly significant number of students enrolled in schools outside their home divisions or counties. Twenty students from grade ten, forty-seven from grade eleven, and seventy-six from grade twelve comprised the total of 143 students so enrolled. This amounted to about 4 per cent of the student population. Furthermore, as the students became more mature, the tendency to leave the division or county was more pronounced.

TABLE XVI

DISTRIBUTION OF STUDENTS ENROLED IN A SCHOOL OUTSIDE  
THEIR HOME DIVISION OR COUNTY BY GRADES

Grade	Number of Students	Per cent of Students
10	20	1.54%
11	47	4.06
12	76	6.74
Total	143	3.99



## VI. EXTENT OF SUCCESS IN COMPLETION OF HIGH SCHOOL PROGRAMS

Of those rural high school students who attempt to complete their programs in any one year, some are obviously not going to be successful in obtaining a diploma or in achieving matriculation standards. However, the extent to which the students in general were successful or not successful in a given year provides some indication as to the effectiveness of the schools. Table XVII summarizes the results of the students who attempted to complete their high school programs as of June, 1964.

TABLE XVII

NUMBER OF MATRICULATION AND DIPLOMA STUDENTS WHO WERE SUCCESSFUL  
IN COMPLETING HIGH SCHOOL PROGRAMS

Type of Program	No. of Students Attempting	No. of Students Successful	Per cent of Students Successful
Matriculation	428	218	50.9%
Diploma	355	227	64.0
Totals	783	445	56.8

The data in Table XVII reveal that although 783 students actually attempted to complete their high school programs, only 445 or 56.8 per cent were successful. The matriculation students out-numbered the diploma students (428 compared to 355), but were relatively less successful in achieving their objectives. About 51 per cent of the matriculation students completed their high school programs compared with 64 per





cent of the diploma students. This is in spite of the fact that the principals considered their high school courses less difficult for matriculation students than for diploma students. However, it must be remembered that the diploma students did not have to attain as high standards in order to be successful.

Information obtained from the Department of Education, Alberta, indicated an enrolment of 20,172 students in grade twelve in the public and separate high schools for the year 1964 - 65. A total of 9,019 students attempted to complete matriculation programs but only 50.9 per cent were successful, a rate equal to that reported for the matriculation students in Table XVII. Data were not available to reveal the relative success of the diploma students for the province. However, 11,304 students, representing 56.0 per cent of the grade twelve enrolment, received diplomas. Again, the rate was almost the same as the comparable figure (56.8 per cent) reported in Table XVII, but data were not available to indicate the number of students in the province who actually attempted to complete their high school programs in 1964 - 65. Therefore, the latter comparison is not entirely valid.

## VII. POST HIGH SCHOOL EDUCATION

The purpose of this section is to provide information on the kinds of education or training in which the students engaged after completing their high school programs. Of the 445 students who completed high school programs in June, 1964, about 63 per cent enrolled in further training or educational institutions during the period June 30 to December 31, 1964. This information is summarized in Table XVIII.



TABLE XVIII

DISTRIBUTION OF STUDENTS WHO OBTAINED DIPLOMAS ACCORDING TO  
VARIOUS TYPES OF POST HIGH SCHOOL TRAINING

Type of Training	Number of Students	Per cent of Students
University	116	26.1%
Business College	61	13.7
Institute of Technology	51	11.5
School of Nursing	23	5.2
Apprenticeship Program	8	1.8
Agricultural-Vocational School	6	1.3
Nurse's Aide	6	1.3
Armed Forces	3	0.7
Theological College	3	0.7
Veterinary College	1	0.2
Banking	1	0.2
R. C. M. P.	1	0.2
Alberta Government Telephones	1	0.2
School of Beauty	1	0.2
Total	282	63.4





University provided post high school education for 116 (26.1 per cent) of the students. Sixty-one students (13.7 per cent) enrolled in business colleges, while fifty-one students (11.5 per cent) entered the Institutes of Technology and twenty-three students (5.2 per cent) enrolled in a school of nursing. Taken together, these four institutions accounted for approximately 90 per cent of the 282 students who continued their education or training beyond high school.

On the other hand, the apprenticeship program, agricultural-vocational schools, and nurse's aide training accounted for a total of only twenty of the students. In addition, three students went into the armed forces, three to theological college, and one each to veterinary college, banking, R. C. M. P., Alberta Government Telephones, and school of beauty.

#### VIII. STUDENT DROP-OUTS

Drop-outs includes all those students who actually ceased attending high school before obtaining a high school diploma. Information on the number of drop-outs in the rural high schools and an examination of the reasons for the students dropping out should be of particular concern to the administrators responsible for the programs in such schools.

Extent of student drop-outs. Table XIX summarizes the data on the number of student drop-outs for the period January 1, 1964 to December 31, 1964.



TABLE XIX

NUMBER OF STUDENTS WHO DROPPED OUT OF SCHOOL BEFORE  
OBTAINING A HIGH SCHOOL DIPLOMA BY GRADES

Grade	Number of Students	Per cent of Enrolment
10	89	6.9%
11	140	12.0
12	145	12.9
	---	---
Total	374	10.4

Eighty-nine students dropped out from grade ten, 140 from grade eleven, and 145 from grade twelve during the year 1964. Significantly, although the number of drop-outs from grade ten was relatively low (6.9 per cent), the figure increased sharply for grades eleven and twelve (12.0 and 12.9 per cent respectively). The total number of drop-outs for the year was 374, an overall average of 10.4 per cent of the student enrolment.

Reasons for students dropping out. The reasons why the (374) students left school before obtaining a high school diploma are undoubtedly complex. The students, parents, teachers, and administrators would probably have given varied (and perhaps conflicting) answers to the problem. However, in this study, the principals were asked to identify the major reasons which, in their opinion, led to students dropping out. Table XX summarizes their responses.





TABLE XX

DISTRIBUTION OF STUDENT DROP-OUTS ACCORDING TO THE OPINION OF  
PRINCIPALS REGARDING THE REASONS FOR DROPPING OUT

Reason	Number of Drop-outs	Per cent of Drop-outs
Unsatisfactory achievement	180	48.1%
Enrolment in some other educational institution	65	17.4
Marriage	36	9.6
School discipline problems	28	7.5
Responsibilities at home	27	7.2
Employment	19	5.1
Lack of interest	10	2.7
Illness	5	1.3
Other reasons	<u>4</u>	<u>1.1</u>
Total	374	100.0



From the viewpoint of the principals, unsatisfactory achievement, coupled with discipline problems and lack of interest, was the major cause of students dropping out. Nearly one-half of the drop-outs were reported as having left school specifically because of poor achievement. About 17 per cent of the drop-outs enrolled in other educational institutions such as business schools and the Institutes of Technology, while a total of about 15 per cent entered marriage or employment. Responsibilities at home was the major reason for 7.2 per cent of the drop-outs, while illness accounted for only 1.3 per cent and other reasons for 1.1 per cent.

When it is recalled that the rural high school programs were reported as essentially matriculation, it should not be surprising that poor achievement was reported by the principals as the basic reason for almost one-half of the drop-outs to leave school.

Alternatives to completion of high school. Although it is reported in Table XX that only sixty-five of the students who dropped out did so in order to attend some other educational institution, there were actually 145 drop-outs who obtained further training before direct employment. Table XXI summarizes the number of high school drop-outs who enrolled in various types of training during the period January 1, 1964 to December 31, 1964. The grades indicated in the table are those in which such persons would have been enrolled had they remained in school.

Further training was taken by only 6.7 per cent of the drop-outs from grade ten. For grade eleven, the situation is somewhat different; 23.6 per cent enrolled in further training. But the major difference is noted for grade twelve; of the 145 drop-outs (Table XIX) about 73 per cent





TABLE XXI

DISTRIBUTION OF STUDENT DROP-OUTS ACCORDING TO  
VARIOUS TYPES OF POST SCHOOL TRAINING

Type of Training	Grade			Totals
	10	11	12	
Business School	2	11	43	56
Institute of Technology		5	22	27
Apprenticeship Program	2	8	10	20
Nurse's Aide		5	9	14
Agricultural-Vocational School			10	10
Armed Forces	2	3	5	10
X-ray Technician			2	2
Hairdressing		1		1
School of Music			1	1
Air Hostess			1	1
Banking			1	1
Bible College			1	1
Provincial Training School			1	1
Totals	6	33	106	145



continued in some kind of training. In all, 38.8 per cent of the drop-outs enrolled in various types of training.

The relatively few students who left from grades ten and eleven appeared to be most interested in business courses and apprenticeships, with a small number attending the Institutes of Technology, joining the armed forces, or becoming nurse's aides. Students who left from grade twelve enrolled most frequently in business schools and the Institutes of Technology. The number of students who dropped out and subsequently attended the Institutes of Technology composed about 18.6 per cent of the total number of drop-outs. In contrast, it was noted in Section VIII that 11.5 per cent of the students who obtained diplomas enrolled in the Institutes of Technology. This represents a ratio of approximately three to two. Information obtained from the Southern Alberta Institute of Technology for 1964 - 65 reveals a similar ratio between the enrolment of regular day students who had obtained diplomas and those who had not obtained diplomas.

In general, the large majority of the students who sought an alternative to continuation of high school entered business schools, the Institutes of Technology, and the Apprenticeship Program. This fact should have some implication for the kinds of courses that might be provided for these students, if there is concern to retain them in the high schools.





## IX. SOURCES OF INFLUENCE ON THE HIGH SCHOOL PROGRAM

The purpose of this section is to examine the sources of influence on the high school program, so as to identify the persons responsible for educational change in the rural high schools. The principals and superintendents associated with the selected schools were asked to give their opinions, using a four-point scale, as to the relative strength of various sources of influence upon the nature of the instructional programs in their high schools. Some of the sources of influence are essentially local, while others are of national or international scope.

Table XXII lists the sources and indicates the principals' responses, while Table XXIII relates to the superintendents' responses.

Principals' responses. Table XXII reveals that the most powerful influence, according to the principals, was the Department of Education acting directly as well as through the local superintendents and the high school inspectors. About two-thirds of the principals stated that the Department of Education exerted considerable influence, while slightly less than one-half of the principals indicated that the local superintendent and the University of Alberta also had considerable influence on the high school programs. High school staffs had a somewhat lesser influence. Only about one-fifth of the principals thought that the school boards had considerable influence, although most of the other principals agreed that the boards exerted some or minor influence.

The A. T. A. and Home and School Associations exerted little influence, according to the principals, while local Principals' Associations had a moderate influence. Interestingly enough, the principals did



TABLE XXII

PERCENTAGE OF PRINCIPALS REPORTING DEGREE OF INFLUENCE ON THE HIGH SCHOOL  
PROGRAM EXERCISED BY VARIOUS GROUPS AND INDIVIDUALS

Source of Influence	Degree of Influence			
	Considerable	Some	Minor	None
Department of Education	67.7%	27.7%	3.1%	1.5%
Local Superintendent	47.7	41.5	10.8	
University of Alberta	47.7	26.2	15.4	10.8
High School Staff	36.9	47.7	15.4	
High School Inspector	26.2	49.2	18.5	6.2
School Board	21.5	33.8	33.8	10.8
Local Principals' Association	10.8	38.5	27.7	23.1
American Studies in Math. and Sciences	7.7	24.6	33.8	33.8
Provincial A. T. A.	3.1	7.7	40.0	49.2
Local A. T. A.	1.5	9.2	38.5	50.8
Local Home and School Association	1.5	10.8	40.0	47.7
Research Studies on Learning and Child Development	3.1	29.2	49.2	18.5
Textbook Publishers		15.4	38.5	46.2





not credit much influence to American studies in mathematics and science, to research studies on learning and child development, or to textbook publishers.

Superintendents' responses. Table XXIII reveals that the superintendents rated themselves as having the greatest influence on the nature of the rural high school programs in their administrative areas. In their opinion, the Department of Education generally, with its agents (high school inspectors, local superintendents, and school boards) has exerted the predominant influence shaping the schools. The university has played a relatively lesser role, compared with the responses of the principals, whereas the principals attached more importance than did the superintendents to the influence of high school staffs.

About one-third of the superintendents stated that the Provincial A. T. A. exerted some influence, although slightly fewer than one-half said it had minor influence. The superintendents gave more recognition to the influence of American studies in mathematics and science, and to textbook publishers, than did the principals. However, they agreed quite closely with the principals on the moderate influence of Principals' Associations.

In addition to the sources listed, several other factors were mentioned by the superintendents as having some influence on the nature of the rural high school program. These included the Alberta School Trustees Association (with its pressures on the local school boards and the Department of Education), communications media (advocating more and



TABLE XXIII

PERCENTAGE OF SUPERINTENDENTS REPORTING DEGREE OF INFLUENCE ON THE HIGH SCHOOL  
PROGRAM EXERCISED BY VARIOUS GROUPS AND INDIVIDUALS

Source of Influence	Degree of Influence			
	Considerable	Some	Minor	None
Local Superintendent	78.4%	16.2%	5.4%	
Department of Education	48.6	40.5	8.1	2.7%
High School Inspector	43.2	40.5	16.2	
School Board	37.8	48.6	13.5	
University of Alberta	29.7	29.7	27.0	13.5
High School Staff	21.6	40.5	32.4	5.4
Local Principals' Association	13.5	37.8	37.8	10.8
American Studies in Math. and Sciences	13.5	37.8	37.8	10.8
Textbook Publishers	10.8	24.3	27.0	37.8
Local Home and School Association	8.1	16.2	54.1	21.6
Research Studies on Learning and Child Development	5.4	35.1	54.1	5.4
Provincial A. T. A.	2.7	32.4	45.9	18.9
Local A. T. A.		13.5	59.5	27.0





better education and providing information to the public), local politics (channelled perhaps into opposing or supporting centralization of schools), and the incentive provided by the accomplishments of schools in other areas.

On the basis of the data presented in Tables XXII and XXIII it is evident that in the opinions of the principals and superintendents, the Department of Education and its agents and the University of Alberta are the major influences which have determined the nature of the rural high school programs. However, there are a number of other sources of influence which collectively have had a considerable effect on the kinds of courses, and the methods of teaching.

## X. SUMMARY

The programs of the rural high schools appeared to be oriented almost exclusively to the needs of the matriculation students who constituted 60 per cent of the enrolment. A few additional courses served as a limited source of alternative or additional credits for the diploma students. The credits offered were equivalent to about eight to ten courses per grade, with a noticeable reduction in offerings at the grade twelve level. About 34 per cent of the principals considered their programs too difficult for the diploma students, whereas 14 per cent considered them too difficult for the matriculation students; 55 per cent of the principals considered their programs inadequate for the diploma students, whereas 20 per cent considered them inadequate for the matriculation students. In order to supplement their programs, over



one-fourth of the students enroled in one or more correspondence courses, especially at the grade eleven and twelve levels; about 4 per cent attended high schools outside their home division or county.

Slightly over one-half of the students who attempted to obtain a diploma or to achieve matriculation standing were successful, the diploma students attaining somewhat better results with respect to their objective. Of those who did obtain a diploma, about 63 per cent enroled in further training, particularly in university, business schools, the Institutes of Technology, and nursing.

Student drop-outs, which according to the principals resulted mainly from poor achievement, were most noticeable at the grade eleven and twelve levels and amounted to about 10 per cent of the high school enrolment. However, almost 40 per cent of the drop-outs enroled in such types of training as business schools, the Institutes of Technology, and the Apprenticeship Program.

There are a number of factors which have influenced the kinds of programs found in the rural high schools. But according to the principals and superintendents, the greatest sources of influence were the Department of Education, its agents, and the University.





## REFERENCE FOR CHAPTER IV

- (1) Downey, L. W. The Small High School in Alberta. Edmonton: The Alberta School Trustees' Association, 1965.



## CHAPTER V

### INSTRUCTIONAL FEATURES OF THE RURAL HIGH SCHOOLS

The previous chapter was mainly concerned with a survey of the nature of the educational programs of the rural high schools. The major purpose of this chapter is to examine the various procedures that have been used in organizing the programs of instruction, as well as to determine those procedures which might be used as alternative methods of organization. A secondary purpose is to report on the use of instructional aids in the rural high schools.

For purposes of analysis the organizational procedures have been sub-divided into three groups: program modifications, staff allocation and grouping, and co-curricular activities. In order to identify the status of a particular procedure according to its use as reported by the principals, the categories Current Use, Applicable, and Impracticable were devised. "Current Use" indicates a procedure that was being used; "Applicable" indicates a procedure that was not being used, but which would be both feasible and beneficial; "Impracticable" indicates a procedure which was considered not feasible nor of any benefit. Of course, those procedures which one principal found feasible might be considered by another principal as completely impracticable. On the other hand, some of the procedures listed might serve as suggestions for more effective programming.

It should be noted that some of the procedures, such as cycling of courses and use of circuit teachers, were deliberate attempts to over-





come or alleviate the problems caused by limited staff, students, and physical facilities. A few procedures such as double programming, cycling courses, and semestering courses are specifically authorized by the Department of Education. In general, however, the procedures actually implemented depended on the initiative and discretion of the principal, the superintendent, or the school board.

Tables XXIV to XXVI refer to the organizational procedures. The per cent figures indicate the number of schools (as reported by the principals) in which each procedure had Current Use, was Applicable, or was Impracticable.

#### I. PROGRAM MODIFICATIONS

Several procedures were used in the rural high schools in attempting to provide as many courses (or credits) as possible during the school year, and to utilize effectively the available teaching staff. Instead of time-tabling each subject to be offered one period per day throughout the whole school year, provision was sometimes made for half courses or semester courses. Instead of each course being offered every year, certain courses were cycled so that they were offered in alternate years. Furthermore, in a few instances, students enroled in certain related subjects such as Biology 20 and Biology 32 were grouped together for instruction (i.e. double programming).

As noted in Table XXIV, the cycling of diploma courses was the most common (and the least impracticable in the opinion of the principals) of these methods, while the cycling of matriculation courses was the least common (and considered the most impracticable).



TABLE XXIV

PERCENTAGE OF SCHOOLS REPORTING VARIOUS PROGRAM MODIFICATIONS  
AS BEING IN CURRENT USE, APPLICABLE, OR IMPRACTICABLE

Program Modification	Per cent of Schools		
	Current Use	Applicable	Impracticable
Cycling Diploma Courses	60.0%	32.8%	7.2%
Double Programming	49.8	35.4	14.8
Half Courses	23.1	49.2	27.7
Semester Courses	20.0	40.0	40.0
Cycling Matriculation Courses	16.9	20.0	63.1





Cycling diploma courses. A course such as Sociology 20 was offered one year, and Psychology 20 the next; or Art 10 one year and Music 10 the next. Such courses are usually selected with the thought of providing some variety in the educational program besides assisting students to obtain sufficient credits for a high school diploma.

About 60 per cent of the high schools practiced this kind of cycling. While almost 33 per cent of the principals considered the procedure applicable to their high schools, about 7 per cent thought the procedure was impracticable. Apparently nearly all of the principals felt that the cycling of diploma courses had considerable merit.

Double programming. Certain combinations of courses which have common elements, such as Biology 20 and Biology 32, or English 30 and English 33, were taught in the same classroom in the same period by the same teacher.

Almost one-half of the high schools used this procedure, and in about 35 per cent of the additional schools the principals considered the procedure applicable. However, almost 15 per cent of the principals thought that double programming was impracticable. Hence this practice was used in 10 per cent fewer schools than was cycling of diploma courses, but was thought to be impracticable by twice as many principals. Generally however, double programming appeared to be a useful device in the rural high schools.

Half courses. The use of this procedure enabled students to obtain a total of six credits in two subjects rather than five credits in one subject throughout the school year.





Half courses were offered in about 23 per cent of the high schools, and were thought to be applicable to about 49 per cent additional high schools. But almost 28 per cent of the principals thought that half courses were not practicable. Thus half courses were used about one-third as often as the cycling of diploma courses, but were considered to be impracticable about four times as often. In general, although half courses were not used extensively, almost 50 per cent of the principals felt that such courses were feasible in their high school programs.

Semester courses. The method of semestering courses was similar to that of providing half courses, except that two three-credit courses were each offered for half of the school year.

The response of principals was quite divergent regarding this procedure. Although the method was used in only 20 per cent of the schools, 40 per cent of the principals considered it applicable while an equal number considered it impracticable. Compared with the cycling of diploma courses, semester courses had only one-third as much usage. Compared with the provision of half courses, semester courses had only slightly less acceptance, but did not appear to be as highly feasible.

Cycling matriculation courses. A high school which used this procedure might, for example, have offered Language 20 and Literature 20 one year and English 10 the next.

This kind of cycling was not in common practice. Only about 17 per cent of the principals reported that matriculation courses were cycled in their high schools, while an additional 20 per cent thought that the practice was applicable to their schools. It is of interest to





note that about 63 per cent of the principals considered such cycling to be impracticable. Generally, this procedure had little use and was indicated as having relatively little potential use in the rural high schools.

In summary, of the several program modifications available to rural high schools only two, cycling of diploma courses and double programming, were used quite extensively. They were revealed to have a considerable potential use also. Although the other procedures had limited current use, the principals' responses suggest that these might be more fully exploited in developing a more effective high school program.

## II. STAFF ALLOCATION AND GROUPING

Each teacher on the small staff of a rural high school must necessarily assume a relatively large portion of the teaching duties. In an effort to maximize the effectiveness of the staff, and to improve the quality of instruction, certain practices were adopted at the discretion of the principal and/or superintendent. A number of schools included grade nine in the organization of the high school program; others had the services of circuit teachers or exchange teachers. In addition, there were some attempts at team teaching and differentiated ability grouping of students for instruction.

Table XXV reveals that the most common (and the least impracticable in the opinion of the principals) of these practices was that of including grade nine in the high school departmentalization, while differentiated ability grouping was the least common (and considered the most impracticable).



TABLE XXV

PERCENTAGE OF SCHOOLS REPORTING VARIOUS STAFF ALLOCATION  
AND GROUPING PRACTICES AS BEING IN CURRENT USE,  
APPLICABLE, OR IMPRACTICABLE

Practice	Per cent of Schools		
	Current Use	Applicable	Impracticable
Inclusion of Grade 9 in High School			
Departmentalization	60.0%	24.6%	15.4%
Circuit Teachers	28.0	52.0	20.0
Teacher Exchange	7.7	36.0	56.3
Team Teaching	4.8	46.1	46.1
Differentiated Ability Grouping	3.1	16.9	80.0





Inclusion of grade nine in the high school departmentalization.

This practice was common to 60 per cent of the high schools, and was considered applicable to almost 25 per cent additional high schools. However, the principals of about 15 per cent of the schools considered this type of organization impracticable. On the basis of the principals' responses, it would appear that the practice of departmentalizing grade nine with the high school has substantial support. However, the advantage of such grouping may not be readily apparent as far as the high school itself is concerned. Although an extra teacher is available to assist with the high school courses, the high school teachers must in turn teach a number of the grade nine subjects.

Circuit teachers. This term specifies those teachers who taught in two or more schools, spending about the same amount of time at each school. Several French and commercial circuits were reported, but the majority (approximately 70 per cent) were related to shop and home economics courses.

The data indicate that about 28 per cent of the high schools employed circuit teachers, while another 52 per cent of the schools could have used such services to advantage. In contrast, 20 per cent of the principals stated that circuit teachers would be impracticable. Although this practice was only about one-half as common as was the inclusion of grade nine with the high school, it has the apparent capability of being developed to a comparable extent. At any rate, a definite attempt was made to alleviate the shortage of certain subject specialists in the rural high schools and to make the subjects available to more students.





Teacher exchange. This practice was similar to that of circuit teachers, except that the teachers concerned taught primarily in one school. For example a teacher from one school might have instructed the art class in another school, while a music teacher from the latter school provided her services to the former.

Only a few schools (less than 8 per cent) practiced this type of teacher utilization. Although 36 per cent of the principals thought the procedure would be applicable to their high schools, over half (56.3 per cent) considered the procedure to be not practicable. Compared with circuit teachers, teacher exchange was practiced about one-fourth as often, but was considered to be not feasible in almost three times as many instances. One may conclude that teacher exchange was not a significant factor in the organization of the rural high school programs.

Team teaching. This was the practice of two or more teachers participating in the instruction of a group of students in a particular course. As indicated in Table XXV, this type of staff utilization was almost non-existent in the rural high schools. But it is interesting to note that the large majority of the principals were equally divided in their opinions as to whether or not such a procedure was applicable to their high schools. The data suggest that interested principals might find it worthwhile to investigate the possibilities inherent in team teaching, while recognizing the varying interpretations that might be given to the term.

Differentiated ability grouping. Only about 3 per cent of the high schools made any attempt to group students in certain classes





according to their level of ability. Although about 17 per cent of the principals thought that the procedure was applicable to their schools, 80 per cent considered the practice to be not feasible. Apparently ability grouping is a factor of little significance in the organization of rural high school programs. Obviously, if there were two or more classes in each of the major subjects, the total number of courses that could be offered by a small staff would be seriously curtailed.

In summary, it is noteworthy that only one of the staff allocation and grouping practices, i.e. inclusion of grade nine in the high school departmentalization, was rather extensively used. Circuit teachers played a fairly important role, but the factors of teacher exchange, team teaching, and differentiated ability grouping had a relatively insignificant effect on the structure and organization of the high school program.

### III. CO-CURRICULAR ACTIVITIES

The term "co-curricular" is applied in this study to those educational activities which evolved directly from classroom instruction and were frequently conducted out of regular school time. Such activities included extra classes, field trips, and student clubs. In addition, a few schools were involved in cooperative part-time occupations programs and college-affiliated seminars. Generally, the purposes of these activities were to provide sources of enrichment for the high school program, to stimulate interest and encourage initiative, and to provide opportunities for the study of certain materials in greater depth.



TABLE XXVI

PERCENTAGE OF SCHOOLS REPORTING VARIOUS CO-CURRICULAR ACTIVITIES  
AS BEING IN CURRENT USE, APPLICABLE, OR IMPRACTICABLE

Activity	Per cent of Schools		
	Current Use	Applicable	Impracticable
Extra Classes	47.7%	30.8%	21.5%
Field Trips	38.5	46.2	15.3
Student Clubs	15.4	67.7	16.9
Cooperative Part-Time Occupations Programs	10.0	30.7	59.3
College-Affiliated Seminars	4.8	16.9	78.3





As indicated in Table XXVI, the most common activity was the holding of extra classes. Field trips were second in frequency, while college-affiliated seminars were the least common and were considered the most impracticable.

Extra classes. This procedure was simply a matter of holding special classes after regular school hours, or on Saturdays, for students who desired extra instruction. No compulsion was implied.

About 48 per cent of the principals reported that their high schools held such classes, and about an additional 31 per cent stated the procedure was applicable. Approximately one-fifth of the principals stated that the procedure was impracticable. The practice evidently had fairly widespread acceptance, although the degree to which the extra classes were conducted on Saturdays was not investigated, nor was there any attempt to discover the time of year when such classes were most common or the actual subjects involved.

Field trips. Most of the field trips reported were related to the sciences and social studies. Nearly 40 per cent of the principals stated that their students participated in these activities, while about 46 per cent considered such trips applicable to their schools. Slightly over 15 per cent of the principals considered that field trips were not feasible. Fewer of the principals considered field trips impracticable than any of the other co-curricular activities. Although field trips were somewhat less common than were extra classes, almost one-half of the principals appeared to regard such trips as potentially significant learning experiences for students. No attempt was made in this study to





discover how extensively field trips were used in any particular school, but they did appear to fulfill certain needs in the rural high schools.

Student clubs. Most of the student clubs organized in the rural high schools were a direct outgrowth of classes in art, drama, music, and science. Slightly more than 15 per cent of the schools had organized clubs related to classroom work. About 68 per cent of the principals thought that such clubs were applicable to their schools, while only about 17 per cent thought that this type of activity was impracticable. Of particular interest is the apparent large differences between the extent of actual practice and the potential extent of such clubs. Although student clubs were reported less than one-half as frequently as field trips, their potential application appears to be considerably higher. In fact, Table XXVI indicated that student clubs had the highest potential application of all the co-curricular activities.

Cooperative part-time occupations programs. Such programs included those students who attended school for half days and were in gainful employment the other half days. This type of program is usually characterized by a close, supportive relationship between the classroom instruction and the type of employment; however in this study, such a relationship did not necessarily exist.

Ten per cent of the principals reported that this type of program was followed in their high schools, while about 31 per cent stated that the practice was applicable. However, about 60 per cent of the principals considered that the practice was not feasible. Compared with student clubs and field trips, the cooperative part-time occupations





programs played a minor role in program organization and offered relatively fewer opportunities for application in other high schools.

College-affiliated seminars. Only a few of the schools (4.8 per cent) participated in Saturday or evening college-affiliated seminars for gifted students in subjects such as mathematics and science. Although about 17 per cent of the principals considered the practice was applicable to their high schools, almost 80 per cent were of the opinion that such seminars were impracticable. Participation in these seminars did not appear to be a significant practical means of enriching the rural high school program. At any rate, distance from the established college or university centres was likely the determining factor in whether or not such higher-education facilities could be made available to the high school students.

In summary, only two of the co-curricular activities, namely extra classes and field trips, made a significant contribution to the rural high school programs. Student clubs have an apparent potential value that has not been exploited, while cooperative part-time occupations programs and college-affiliated seminars have made only a small impact on the high schools.

#### IV. INSTRUCTIONAL AIDS

The previous sections of this chapter were concerned with the procedures used in organizing the programs of instruction in the rural high schools. This section examines some of the devices or aids which were utilized in attempting to increase the effectiveness of instruction. These aids may be considered as means of communication between the





teacher (and his subject) and the student.

A number of aids such as films, filmstrips, and radios have had fairly general acceptance in the schools for many years. It should be of interest to discover to what degree other innovations such as teaching machines, television, and new types of projectors have been utilized.

Table XXVII indicates the extent to which some of the instructional aids were used during the school year 1959 - 60 as compared with their use during the school year 1964 - 65. A three-point scale was used to categorize the responses of the principals. The per cent figures under the headings "Much Use, Some Use, and None" reveal the number of schools that were using the various instructional aids. It should be noted that because of rather frequent turn-over in the principalships of the rural high schools, the responses may not present an accurate impression of the situation as it existed in 1959 - 60.

Generally, the data reveal that much greater use was made of instructional aids during the year 1964 - 65 than during 1959 - 60. Films, filmstrips, radios, and tape recorders were the major aids used in 1959 - 60 and they continued in the forefront through the year 1964 - 65. Except for television, the more recently available aids were utilized to a very limited extent.

Only a few schools did not make at least some use of films, filmstrips, and tape recorders in 1964 - 65. Among these three aids, the most noticeable increase was in the use of tape recorders. In 1959 - 60, almost 50 per cent of the schools never used tape recorders, while in 1964 - 65 the comparable figure was only about 3 per cent.





TABLE XXVII

A COMPARISON OF THE USE OF INSTRUCTIONAL AIDS IN THE RURAL HIGH SCHOOLS  
DURING 1959 - 60 AND 1964 - 65

Instructional Aid	1959 - 60			1964 - 65		
	Per cent of Schools		None	Per cent of Schools		None
	Much	Some		Much	Some	
Films	23.1%	56.9%	20.0%	35.4%	61.5%	3.1%
Filmstrips	13.8	63.1	23.1	32.3	66.2	1.5
Tape Recorders	1.5	49.2	49.2	23.1	73.8	3.1
Radios	9.2	64.6	26.2	16.9	67.7	15.4
Projectors Other Than Film or Filmstrips	1.5	6.2	92.3	4.6	20.0	75.4
Television			100.0	4.6	46.2	49.2
Language Labs			100.0	1.5	4.6	93.8
Bioscopes		1.5	98.5		3.1	96.9
Programmed Learning Devices			100.0		10.8	89.2



The use of radios during both periods of time was fairly consistent, with some increase in usage noted for 1964 - 65.

New types of projectors, such as the opaque and the overhead appear to have received increased emphasis, although in 1964 - 65 they were being used to some extent in only about 25 per cent of the schools. Television showed the greatest gain; in 1959 - 60 none of the high schools had the use of television, whereas by 1964 - 65 almost one-half of the schools were making some use of this device.

Only a small beginning was made in the use of language labs, bioscopes, and programmed learning devices. In 1959 - 60, language labs and programmed learning devices were non-existent in the rural high schools, but by 1964 - 65 they were used in about 6 per cent and 11 per cent of the schools respectively. Similarly, the use of bioscopes was extremely limited; only about 3 per cent of the schools made any use of them in 1964 - 65.

The trend appears rather clear. Instructional aids were used in 1964 - 65 to a considerably greater degree than formerly, with continuing emphasis on the traditional devices. There has been little application of instructional innovations based on more recent technological developments.

## V. SUMMARY

Only a few of the procedures available for organizing the high school programs have had rather general acceptance. Two of the more significant modifications were the cycling of diploma courses and double





programming. One of the grouping practices, inclusion of grade nine in the high school departmentalization for purposes of instruction, was extensively used. Furthermore, only two of the co-curricular activities, extra classes and field trips, made significant contributions to the rural high school programs.

Several of the procedures examined in this chapter appear to offer opportunities for further investigation by administrators and staff. Some of them might prove to be feasible alternatives that would benefit students and teachers. It is apparent that according to the principals themselves, a number of the procedures have considerable potential value of which few schools have taken full advantage in attempting to improve their programs.

Except for television, recent technological developments have had relatively little impact on the nature of the instructional aids used in the rural high schools, although there is some evidence that a trend may be developing. There has, however, been a noticeable increase in the use of the more readily available traditional kinds of aids.



## CHAPTER VI

### CENTRALIZATION OF THE RURAL HIGH SCHOOLS

The previous chapter reported the various instructional procedures that were used in the rural high schools. In this chapter are examined some of the problems associated with centralization practices in the divisions and counties. Included in the investigation are such aspects of the problem as reasons expressed for and against centralization, agents influencing centralization, and the degree and type of centralization. Data for this section of the report were obtained from the principals and superintendents.

For purposes of this study, the term centralization of schools as defined previously in Chapter I means (1) conveyance of groups of high school students from one school to another for part-time instruction in subjects such as shop and home economics, or (2) the enrolment in one school of the high school students formerly attending two or more schools.

#### I. AGENTS WHICH INFLUENCE CENTRALIZATION

Certain influential groups or individuals can generally be identified in communities where the process of centralization of high schools has occurred, or where centralization is proposed. The influence exerted may be positive or negative. In this study, a "positive influence" indicates active support of centralization. "Not an influence" indicates neither active support nor active resistance, i.e. a lack of





real concern about the problem.

The principals and superintendents were asked to express their views regarding individuals or groups who have influenced or are influencing centralization of rural high schools either positively or negatively. The per cent figures refer to the number of principals who reported the degree of influence for each agent. In the case of principals, such opinions are relevant to their attendance areas; in the case of superintendents, to their administrative areas. Table XXVIII summarizes the principals' responses, while Table XXIX summarizes the superintendents' responses.

Principals' responses. According to the principals, the local superintendents and the school boards exerted the most dominant positive influence for centralization. Over 80 per cent of the principals reported that the superintendents were actively working for centralization, while about 74 per cent stated that the school boards were a positive influence. High school inspectors and the Department of Education exerted a positive influence in most instances. About 40 per cent of the principals described themselves as exerting a positive influence while about 17 per cent stated that they had a negative influence. High school teaching staffs were reported as having a lesser positive influence but an equal negative influence compared to that of the principals. However they were not an influence according to slightly less than one-half of the principals who responded.

Local principals' associations more often than not failed to take an active role, but when they did it was usually positive. The parents



TABLE XXVIII

PERCENTAGE OF PRINCIPALS REPORTING TYPE OF INFLUENCE ON CENTRALIZATION  
EXERCISED BY VARIOUS GROUPS AND INDIVIDUALS

Agent	Positive Influence	Negative Influence	Not an Influence	Total Responses
Local Superintendent	81.5%	3.1%	6.2%	90.8%
School Board	73.8	9.2	9.2	92.2
High School Inspector	56.9	1.5	29.2	87.6
Department of Education	49.2		27.7	76.9
High School Principal	41.5	16.9	33.8	92.2
High School Staff	29.2	16.9	43.1	89.2
Local Principals' Assoc.	27.7	3.1	56.9	87.7
Parents (High School)	21.5	66.2	12.3	100.0
High School Students	18.5	30.8	41.5	90.8
Local Home & School Assoc.	12.3	35.4	35.4	83.1
Town Councils	12.3	27.7	43.1	83.1
Clergy		1.5		1.5
Business Men		1.5		1.5





of the high school students most frequently opposed centralization. High school students and local home and school associations took an active part in less than one-half the cases, and were inclined to be more often negative in their support. Town councils took a less active part, and then usually in a negative manner. The influence of the clergy and business men was reported as negligible.

Variation in the total number of responses is due to the fact that all the principals did not evaluate the influence of all the given agents. In addition, some of the principals indicated that certain agents exerted a positive influence in some instances and a negative influence or no influence on other occasions.

Superintendents' responses. Table XXIX reveals that the superintendents were in high agreement with the principals in identifying the Department of Education and its agents as providing the greatest efforts towards centralization of the rural high schools. In general, they tended to rate all the agents higher in positive influence than did the principals. They also credited the parents of high school students, local home and school associations, town councils, and school boards with a greater negative influence than did the principals; however they credited the students with considerably less negative influence. Evidently, the most active opposition to centralization was exerted by the parents and the town councils, according to the responses of the superintendents.

Principals of the small high schools occasionally exerted a negative influence possibly because in the process of centralization



TABLE XXIX

PERCENTAGE OF SUPERINTENDENTS REPORTING TYPE OF INFLUENCE ON CENTRALIZATION  
EXERCISED BY VARIOUS GROUPS AND INDIVIDUALS

Agent	Positive Influence	Negative Influence	Not an Influence	Total Responses*
Superintendent	100.0%	2.7%		102.7%
School Board	83.8	18.9	5.4%	108.1
High School Inspector	83.8	2.7	13.5	100.0
Department of Education	75.7		24.3	100.0
High School Principals	67.6	18.9	21.6	108.1
High School Staffs	48.6	16.2	40.5	105.3
Local Principals' Assoc.	48.6	2.7	48.6	99.9
Parents (High School)	37.8	83.8	8.1	129.7
High School Students	32.4	8.1	59.5	100.0
Local Home & School Assocs.	32.4	59.5	29.7	121.6
Town Councils	16.2	67.6	27.0	110.8
Boards of Trade	2.7	5.4		8.1
Principals of Small High Schools		8.1		8.1
Church Groups		5.4		5.4

\*Percents greater than one hundred are a result of some agents reported as exercising different influence on varying issues.





they tend to lose their positions, or they may identify themselves with the local community or feel the school is doing an adequate job of educating the students. Boards of Trade and church groups were identified in a few instances with a negative influence on centralization. It should be noted that the reasons for the variation in total responses are similar to those given for Table XXVIII.

Thus the greatest active support for the centralization of the rural high schools appeared to stem from the Department of Education and its representatives, particularly the local superintendents; while the greatest opposition came from the parents of the high school students.

## II. SUPERINTENDENTS' VIEWS REGARDING MORE EXTENSIVE CENTRALIZATION

It was noted in the previous section that the superintendents were particularly influential with respect to actively supporting centralization of the high schools. However, the extent to which centralization has already occurred varies considerably in the divisions and counties. For this reason alone, the superintendents might be expected to differ in the degree to which they advocate more extensive centralization of the schools. In other words, the question is not basically whether or not to centralize but rather, how much centralization.

Since the superintendents appear to perform a key role in centralization, their viewpoints concerning further centralization should be of considerable interest. Their views are indicated in Table XXX, categorized on a four-point scale ranging from no further centralization to the centralization of four or more presently operating high schools.



TABLE XXX

DISTRIBUTION OF SUPERINTENDENTS BY VIEWPOINTS HELD REGARDING  
FURTHER CENTRALIZATION OF RURAL HIGH SCHOOLS

Viewpoint	No. of Superintendents
There should not be any further centralization	1
There should be very limited further centralization such as conveyance of students for shop and home economics classes	2
Two or three presently operating high schools should be centralized	26
Four or more presently operating high schools should be centralized	<u>8</u>
Total	37





One superintendent indicated that he did not support any further centralization, while two indicated that there should be very limited further centralization to the extent of conveying students from one school to another for instruction in subjects such as shop and home economics. Twenty-six superintendents favored the centralization of two or three presently operating schools, while eight favored centralization of four or more schools. Evidently, nearly all of the superintendents believe that larger high schools should be developed by bringing together the students from two or more presently operating schools.

### III. REASONS FOR AND AGAINST CENTRALIZATION

Reasons for centralization. Whenever the centralization of schools is proposed in an area, various arguments are offered in support of such a procedure. The superintendents were asked to evaluate a number of statements which from their viewpoint might represent reasons for centralization of the high schools in their divisions or counties. They were also asked to state additional reasons. The statements are categorized as Major Reasons, Minor Reasons, or Not Reasons for centralization. Table XXXI summarizes the responses of the superintendents.

As revealed in Table XXXI, the superintendents were unanimous in their opinion that a major reason for centralization of the rural high schools is to provide for a broader and more effective program. There was also considerable agreement that centralization helps to reduce the number of drop-outs and alleviates the problem of obtaining properly qualified teachers. Apparently, the argument that centralization



TABLE XXXI

DISTRIBUTION OF SUPERINTENDENTS BY VIEWS HELD CONCERNING  
SELECTED REASONS FOR CENTRALIZATION

Statement	Per. cent of Responses		
	Major Reason	Minor Reason	Not a Reason
Provision of a broader, more effective program	100.0%		
Reduction in the number of H. S. drop-outs	75.7%	21.6%	2.7%
Easier to obtain qualified teachers	62.2	37.8	
Reduction in operational cost of the schools	13.5	45.9	40.5
Fewer teachers are required	2.7	56.8	40.5
Improved school facilities will be available	2.7	5.4	
More opportunities for innovation and leadership	2.7		





will reduce operational costs of the schools is either a minor reason or not a reason in most instances. It may be that centralization with its accompanying improvements in facilities actually results in higher operational costs of the school system.

Several superintendents noted that other reasons for centralization include the availability of improved school facilities and greater opportunities for innovation and leadership in the larger centralized schools.

Reasons against centralization. In order to gain some insight into the nature of opinion opposing centralization, the superintendents were asked to evaluate statements which from their viewpoint might represent reasons for not centralizing the high schools in their divisions or counties. The responses of the superintendents are summarized in Table XXXII.

The most significant reason indicated for opposing centralization was based on the distance factor as shown in Table XXXII. Specifically, about 51 per cent of the superintendents identified lengthy bussing of students as a major reason against centralization, while an additional 27 per cent considered distance a minor reason. Another major concern identified by about 38 per cent of the superintendents was that school communities are disrupted (to varying degrees) when centralization occurs; about 22 per cent of the superintendents indicated this factor was a minor reason while about 40 per cent said it was not a reason.

There appeared to be no significant argument against the educational advantages of centralization, although several superintendents



TABLE XXXII

DISTRIBUTION OF SUPERINTENDENTS BY VIEWS HELD CONCERNING  
SELECTED REASONS AGAINST CENTRALIZATION

Statement	Per cent of Responses		
	Major Reason	Minor Reason	Not a Reason
Students must be bussed too far	51.4%	27.0%	21.6%
School communities are disrupted	37.8	21.6	40.5
Benefits of centralization are uncertain	2.7	18.9	78.4
Present high schools are adequate	2.7	13.5	83.8
Cost is too great	2.7	10.8	86.5
Parochialism is affected	2.7	5.4	
Community pride is affected		2.7	
Trustees are more concerned with re-election than sound educational leadership	2.7		





indicated that such benefits were not always clearly evident. Little credence was given to the view that the present high schools are adequate, nor was financing considered an obstacle to centralization.

Several superintendents noted that other factors which sometimes result in opposition to centralization include parochialism, community pride, local business interests, and the failure of trustees to be concerned with educational leadership. Although these factors appear relatively insignificant in their effect on centralization, they are rather closely associated with the potential disruption of school communities which was noted as a significant reason against centralization.

Distances between high schools. Since the distance factor appeared to assume prime importance in hindering or preventing centralizations (Table XXXII), an attempt was made to investigate the situation more fully. It should be noted, however, that no attempt was made in this study to investigate the significance of the population distribution which may also be a problem. The principals of the rural high schools selected for this study reported the actual driving distances from their schools to the nearest high school in the division or county. Table XXXIII summarizes the information.

Forty-seven of the high schools were less than twenty miles driving distance from the nearest high school in the division or county. A few of the schools were so far distant that centralization might appear completely impracticable. But it must also be remembered that many of the rural high school students are already being bussed a fair distance, and travelling another ten to thirty miles may not be feasible.



TABLE XXXIII

DISTRIBUTION OF SCHOOLS BY DRIVING DISTANCES  
BETWEEN ADJACENT RURAL HIGH SCHOOLS

Distance in Miles	No. of Schools
5 - 9 miles	14
10 - 14	13
15 - 19	20
20 - 24	5
25 - 29	4
30 - 34	4
35 - 39	1
40 - 44	2
45 - 49	
50 - 54	2
	—
Total	65





#### IV. CENTRALIZATION FOR PART-TIME INSTRUCTION

The purpose of this section is to examine the extent of partial-centralization that existed in the rural high schools, and to report the kinds of subjects associated with the practice.

Information obtained from the principals reveals that students from seventeen of the schools were transported to high schools other than their own for part-time instruction throughout the school year. The data regarding the number of students involved and the type of subjects are summarized in Table XXXIV.

A total of 316 students (about 9 per cent of the high school enrolment) were conveyed for part-time instruction. However, 226 of these students were in grade ten, representing about 17 per cent of the enrolment in that grade. In contrast, about 7 per cent of the students in grade eleven and about 0.4 per cent in grade twelve were transported for part-time instruction.

Most of the students attended shop or home economics classes. In fact, out of 316 students, only fifteen attended commercial classes. The four grade twelve students attended either shop or home economics. Students were not transported for part-time instruction in any other subjects. Thus it is apparent that the primary purpose of centralization for part-time instruction was to provide a fairly large group of grade ten and eleven students the opportunity to take classes in shop and home economics.



TABLE XXXIV

DISTRIBUTION OF STUDENTS TRANSPORTED TO A HIGH SCHOOL  
OTHER THAN THEIR OWN FOR PART-TIME INSTRUCTION

Grade	Type of Subject		Total Students	Per cent of Enrolment
	No. Shop or Home Ec.	No. Commercial		
10	214	11	226	17.4%
11	82	4	86	7.4
12	4		4	0.4
	—	—	—	—
Totals	301	15	316	8.8

#### V. CURRENT PLANS FOR CENTRALIZATION

The process of centralization in the rural high schools has been an intermittent but definite trend for many years, and has been more extensively implemented in some areas than in others. The kinds of centralizations that were planned for a particular year, although perhaps not typical, should give additional insight into the nature of the process and the scope of the problem.

Plans reported by the principals. Nine principals (out of sixty-five) reported that their high schools would be participating in further centralizations effective for the school year 1965-66. This meant the closing of some high schools and the expansion of others. The principals concerned were asked to identify the effects that such centralizations would have on their particular high schools. Table XXXV summarizes their responses.





TABLE XXXV

ANTICIPATED EFFECTS OF CENTRALIZATION  
ON NINE RURAL HIGH SCHOOLS

Effect of Centralization	No. of High Schools Affected
Expansion of high school building	3
Increase in high school enrolment	3
Provision of a broader program	3
Increase in high school staff	3
Accommodation of students from other high school(s) for part-time instruction	2
Complete loss of high school students	5
Loss of high school students from one or two grades	1
Decrease in high school staff	6

Apparently three of the high schools expected to expand in terms of staff, students, facilities, and program; while the other six schools anticipated reductions in staff and students. Since five schools expected complete loss of their high school students, they would obviously not retain any high school staff either, whereas one school would lose only one or two grades and thus retain part of its staff. Two of the schools planned to accommodate students from one or more other high schools for part-time instruction.

Plans reported by the superintendents. In contrast to the nine centralizations reported by the principals, twelve superintendents (out



of thirty-seven) indicated that there would be further centralization of high school students in their administrative areas, effective for the school year 1965 - 66. The discrepancy in their reports is possibly due to a lack of communication between the principals and the superintendents.

The following summary outlines the characteristics of the centralizations that were planned as reported by the superintendents. Unless otherwise noted, each characteristic listed refers to only one instance of centralization.

1. Construction of a new composite high school, with subsequent closing of two presently operating high schools.
2. Conveyance of the high school students from one school to an existing composite high school.
3. Conveyance of the high school students to a larger academic high school (five different instances). In one instance three three-teacher high schools were to be closed; in another instance the students of two small high schools were to be transported to a larger school.
4. Attendance at a large vocational high school for the non-matriculation students (two different instances).
5. Gradual centralization of three high schools to form one large high school, beginning with conveyance of business education students to a new business wing.
6. Conveyance of grade twelve students to a larger high school.
7. Conveyance of grades ten and eleven students to a larger high school.





8. Conveyance of grades nine and ten students to a larger high school.

As noted, there is a considerable variation in the characteristics of the centralizations, depending on the local situation. The comprehensive or composite high school endeavors to bring together all the high school students in a relatively large attendance area, and to provide a broad program (or group of programs) that will satisfy many divergent interests and needs. An alternative procedure would be to separate matriculation and diploma students in an effort to provide the kinds of programs of greatest benefit to each group.

The superintendents were asked to evaluate the relative feasibility of four procedures (i.e. types of centralizations) which were suggested by the writer as possible ways to help meet the needs of high school students now and within the next ten to twenty years in their administrative areas. The most feasible procedure was labelled "1", the next most feasible "2", and so on.

The four suggested procedures (or types of centralization) are as follows:

- Type A. Provision of only a matriculation program in certain high schools, and centralization of the diploma students.
- Type B. Provision for separate, centralized schools for both the matriculation students and the diploma students of two or more high schools.
- Type C. Centralization of all the students of two or more high schools in order to provide a composite type high school offering some vocational training.



Type D. Provision of only a diploma program in certain high schools, and centralization of the matriculation students.

The evaluations of these procedures by the superintendents are summarized in Table XXXVI.

Most of the superintendents (nearly 84 per cent) selected Type C centralization as having the greatest feasibility; over 40 per cent of them agreed that the other types in order of feasibility were B, A, and D. Thus there was a strong tendency to favor the traditional kind of centralization, bringing together a heterogeneous group of students in a relatively large composite or comprehensive high school.

Type B centralization was selected as first choice by less than 10 per cent of the superintendents, and Types A and D received no first choices. There is, however, sufficient divergence of opinion to suggest that at least some of the superintendents might be prepared to give serious consideration to what may be termed unique ways of centralizing students.

## VI. SUMMARY

The Department of Education and its agents, especially the superintendents, were reported to be the strongest supporters of centralization. Most of the superintendents considered the traditional type of centralization to be the most feasible, at least to the extent of combining the students of two or three rural high schools. The major reasons given for such centralizations were to provide a broader program, reduce the number of drop-outs, and alleviate the shortage of qualified





teachers; the chief deterrents to centralization were the factors of distance and disruption of school communities. It was found that forty-seven of the sixty-five schools were less than twenty miles from another high school in the division or county.

TABLE XXXVI  
DISTRIBUTION OF SUPERINTENDENTS BY EVALUATION OF  
FOUR ALTERNATIVE TYPES OF CENTRALIZATION

Order of Feasibility	Per cent of Superintendents Selecting Each Type of Centralization			
	A	B	C	D
1		8.1%	<u>83.8%</u>	
2	10.8%	<u>43.2</u>	5.4	8.1%
3	<u>40.5</u>	8.1		24.3
4	27.0	18.9	2.7	<u>43.2</u>

A total of seventeen schools and 9 per cent of the high school enrolment were involved in centralizations for part-time instruction which was related mainly to classes of grades ten and eleven students in shop and home economics.

About one-third of the superintendents outlined plans for centralizations for 1965-66. These plans called for the closing of certain of the smaller schools and the development of larger high schools



offering broader programs, or the conveyance of groups of students to larger high schools.





## CHAPTER VII

### STRENGTHS AND LIMITATIONS OF THE RURAL HIGH SCHOOLS

The preceding chapters of this study have been concerned with an examination of the programs, instructional procedures, and problems of centralization in the rural high schools. At this point it would seem pertinent to attempt some assessment of the rural high schools in terms of their apparent strengths and limitations. Although it would be possible to make such an evaluation from the viewpoint of the students, the parents, the school boards, or the Department of Education (to name only a few), in this study the principals were asked to express their views on the subject.

Consequently, the purpose of this chapter is to report the major strengths and limitations of the rural high schools as perceived by the principals, and to present their recommendations which, if implemented, would in their opinion help to overcome some of the limitations perceived.

#### I. STRENGTHS OF THE RURAL HIGH SCHOOLS

The major strengths as perceived by the principals are summarized in Table XXXVII. The per cent figures indicate the number of principals who reported each strength.

About two-thirds of the principals reported that the greatest strength of their high schools focuses around the individual student. In their opinion the teachers know each student personally, and his parents as well; there is strong rapport between staff and students,



TABLE XXXVII

MAJOR STRENGTHS OF THE RURAL HIGH SCHOOLS  
AS PERCEIVED BY THE PRINCIPALS

Perceived Strength	Per cent of Principals
Teachers' personal knowledge of students	36.9%
Highly individualized instruction	30.8
Close school-community relationships	16.9
Cooperative, conscientious staff	12.3
Few major discipline problems	7.7
High rate of student retention	7.7
Strong school spirit	6.2
Suitable program for both matriculation and diploma students	6.2
High student interest	3.1
Strong tradition of achievement	3.1
High school is the community centre	3.1
High school serves the needs of a bilingual, denominational community	3.1
Students are close to parental supervision	3.1
No extraneous influences, because all the students are bussed	1.5
Shop and home economics programs are available	1.5
Music program is available	1.5





and teaching is quite highly individualized because of the small classes.

About 17 per cent of the principals observed a close relationship between the school and the community, while about 13 per cent noted that the teaching staff was cooperative and conscientious. Several principals reported that there were few major discipline problems, and several indicated a high rate of student retention to be a major strength in their schools. They added, however, that a number of their students would become drop-outs if they had to travel an extended distance to school or if there was a need for more financial outlay. Although the actual rate of student retention was not revealed by these principals, the fact that they observed a low drop-out rate appears significant.

A strong school spirit was reported as a major strength in a few of the high schools. The nature of this spirit was not investigated in this study, but may develop because of close personal relationships, commonality of interests, or as the result of keen inter-school competition in athletics. A few of the principals also stated that their high school programs were suitable for both the diploma and the matriculation students, although they did not elaborate on what were apparently unique circumstances in their communities.

The balance of the perceived strengths are relatively less significant individually but in total may assume a fair degree of importance. Some of them undoubtedly reflect the particular characteristics of certain communities.

In summary, the outstanding strength of the rural high schools as perceived by a total of about two-thirds of the principals was the



individualized attention received from the teaching staff. However, close rapport with the community and a cooperative and conscientious staff were also noted as fairly significant strengths.

## II. LIMITATIONS OF THE RURAL HIGH SCHOOLS

The major limitations as perceived by the principals are summarized in Table XXXVIII. The per cent figures indicate the number of principals who reported each limitation.

Nearly two-thirds of the principals observed that an inadequate program was the major limitation of their high schools. The principals frequently mentioned the lack of suitable courses for the diploma students, particularly the lack of opportunity for students who scored in the lower stanines on the grade nine Departmental examinations. These students generally found the courses too difficult and of little interest, and consequently tended to drop out more frequently than students who had demonstrated higher ability. Several principals also stated that the better students were not challenged sufficiently and that there was too much reliance on correspondence courses.

Staffing in its various aspects was reported as the major limitation by a total of about 40 per cent of the principals. Obtaining qualified staff was the most serious part of the problem; obtaining enough staff was another part. The principals noted that in some rural areas, the attraction and retention of subject specialists was almost impossible since these teachers tended to seek employment in the larger high schools. The principals perceived that the teachers in the rural





TABLE XXXVIII

MAJOR LIMITATIONS OF THE RURAL HIGH SCHOOLS  
AS PERCEIVED BY THE PRINCIPALS

Perceived Limitation	Per cent of Principals
Inadequate program	64.6%
Lack of qualified staff	27.7
Small enrolment	12.3
Lack of equipment	9.2
Overloaded staff	7.7
Frequent staff turnover	6.2
Lack of physical facilities	6.2
Poor staff accommodations	3.1
Isolation of school	3.1
Poor community attitude towards education	3.1
Lack of extra-curricular activities	1.5
Competition from local organizations for students' time and attention	1.5



high schools had to teach seven or more different courses, for some of which they had inadequate knowledge, and that preparation time was minimal; thus teaching effectiveness was necessarily limited. Several principals reported frequent staff changes to be the major limitation in their high schools. They observed that there was a lack of continuity in the program from year to year, and that frequent changes in school policies and procedures had a detrimental effect on the student body.

Only about 3 per cent of the principals reported that poor staff accommodation was the major limitation of their schools; similarly, about 3 per cent reported isolation of their schools to be the major limitation. It was noted by the principals that in relatively isolated areas the type of housing was an important factor in attracting adequate staff. An additional 3 per cent of the principals noted a poor community attitude towards education as the most significant limitation.

About 13 per cent of the principals observed that small student enrolment was the most severe limitation in their high schools. They mentioned that they could not provide a diversified program, nor could they obtain properly qualified teachers. Also, a total of about 15 per cent of the principals identified the major limitation in their high schools as the lack of physical facilities and equipment which resulted in a restricted program. The last two items in the table, lack of extra-curricular activities and competition from local organizations for students' time and attention, were each reported as the major limitation by only 1.5 per cent of the principals.

In summary, the outstanding limitation of the rural high schools





as perceived by the principals was the inadequacy of the programs. In addition, limitations of staffing and physical facilities and equipment were found to be significant.

### III. RECOMMENDATIONS BY THE PRINCIPALS CONCERNING PERCEIVED LIMITATIONS OF THE RURAL HIGH SCHOOLS

As noted at the beginning of this chapter, the principals were asked to make recommendations which would, in their opinion, help to overcome the limitations they perceived and thereby strengthen the educational opportunities in the rural high schools. These recommendations are outlined in this section, along with pertinent comments by the principals.

That there be further centralization of the rural high schools. Approximately 50 per cent of the principals referred specifically to the need for further centralization in order to provide improved services to the high school students. They suggested that centralization might take the form of a regional high school (or schools) in the division or county. In areas of scattered population, student residences might be provided. A regional high school could make special provision for the non-matriculation students, especially in the fields of vocational education and pre-employment training.

Articulation of the programs of certain rural high schools with that of larger high schools in the area was suggested as another form of centralization. This would mean that some of the students would normally attend the larger school during some phase of their high school careers





to take advantage of the greater opportunities at that centre. Arrangements could be made to provide financial assistance to students who left their home schools. The schools involved should be under the same administration, but where such is not the case, suitable arrangements could be made among the bodies concerned. This system might apply to selected grades, or to students interested in certain types of programs.

Several principals also recommended the integration of certain high schools which are presently offering more or less duplicate services in an area because of denominational or ethnic factors.

That there be developed improved methods of attracting and retaining better-qualified staff. With inadequate staff, standards of education in the rural high schools must necessarily suffer. Better selection procedures, higher salaries, improved housing, and better roads may help to alleviate the problem. In addition, there is a need to obtain more traveling (circuit) specialists to serve the rural high schools.

That more funds be provided for the extension of facilities and equipment in the rural high schools. The addition of industrial arts, home economics, and commercial facilities would be a great help in developing a better program, as would improvements in laboratories and libraries.

That the use of teacher aides be implemented. Aides would perform such routine tasks as marking objective tests, obtaining reference materials, and preparing and handling audio-visual aids. Thus the teacher could spend more of his time actually teaching.





That the Apprenticeship Program be extended. This program should be made available to more of the students in grades nine and ten who could benefit from trades training. Perhaps the Unemployment Insurance Commission could assist in this matter.

That there be relaxation of restrictions imposed by municipal districts on domestic building in areas on the periphery of cities. The intent here is to provide for increased enrolment in certain of the rural high schools.

That greater effort be made by administrators and teachers to educate the community with respect to the needs of education. This kind of communication is urgently needed, particularly as these needs relate to the preparation of students for life in the "outside world".

That an attempt be made to lessen the detrimental effect of certain community activities. Of concern here is the problem of certain activities seriously interfering with student attendance and interest in school. Sports days, curling bonspiels, agricultural shows, and other "culminations" may, through cooperative effort, be arranged in such a manner that students are not given the impression that school is of secondary importance.

Generally, the principals' recommendations emphasized the need for an improved quality of education in the rural high schools. Organizational changes, together with extended facilities and more and better-qualified staff were suggested in order to help achieve the improvement desired.



## IV. SUMMARY

The major strength perceived by the majority of the principals was the high degree of individualized attention received by the students from the teaching staff. Other significant strengths noted were the close association with the community, and cooperative and conscientious teaching staffs. The major limitation perceived by most of the principals was the inadequacy of the program. However, staffing and physical facilities were also noted to be significant limitations. Recommendations made by the principals to help overcome the observed limitations emphasized the need for certain centralization procedures, improved staffing practices, better facilities, and a greater appreciation by the community with respect to the problems of the schools.





## CHAPTER VIII

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter provides a brief overview of the report, a summary and discussion of the major findings, and a number of recommendations arising from the study.

#### I. OVERVIEW

This study was conducted on the assumption that a knowledge of certain aspects of education in selected rural high schools in Alberta would be of value to teachers, administrators, and other officials who are responsible for the organization and operation of the schools.

The sample on which this study was based consisted of sixty-five high schools of size four to six teachers providing instruction in all the high school grades and located in thirty-seven divisions and counties. Most of the data were obtained by means of questionnaires sent to the principals of the high schools and to the superintendents of the administrative areas in which the schools were located. Supplementary data were obtained from the Department of Education Form A cards for the school year 1964 - 65.

A survey of the literature related to the field of rural high school education revealed a number of problems which appeared to warrant further investigation. Several of the problems which were considered particularly applicable to the rural high schools in Alberta were selected for study. Consequently, the scope of this study included four



major features of rural high school education: the nature of the programs offered, the methods of organizing the staff and students for instruction within schools, inter-school organization with emphasis on centralization procedures, and the apparent strengths and limitations of the schools. These features were examined in Chapters IV to VII. Chapter I outlined the nature of the problem, Chapter II provided a survey of related literature, and Chapter III described the methodology, instrumentation, and sampling procedures. The balance of this chapter summarizes the findings and presents a number of recommendations arising from the study.

## II. SUMMARY OF FINDINGS

The purpose of this study was to analyze certain aspects of the education provided in a sample of rural high schools in Alberta. The following conclusions were derived from an analysis of the data obtained by means of questionnaires directed to the selected principals and superintendents, and from an analysis of the information obtained from the Department of Education Form A cards.

1. Approximately 60 per cent of the grade ten students and almost as many of the students in grades eleven and twelve were enrolled in diploma programs. Most of the students, whether matriculation or diploma, were enrolled in three-year programs.

2. The programs offered in the rural high schools were found to be restricted almost entirely to matriculation courses. A few non-matriculation courses provided a means of alternative or additional credits for the diploma students. More of these courses were offered at the grade





ten and eleven levels than at the grade twelve level. The most frequently offered non-matriculation courses were typing and bookkeeping in grade ten, typing and physical education in grade eleven, and English 33 and Economics 30 in grade twelve. The number of credits offered by the schools was equivalent to about eight to ten courses per grade, with a noticeable reduction in offering at the grade twelve level. About 34 per cent of the principals considered their programs too difficult for the diploma students, whereas about 14 per cent considered them too difficult for the matriculation students; 55 per cent of the principals considered their programs inadequate for the diploma students, whereas 20 per cent considered them inadequate for the matriculation students.

3. Correspondence courses were used by over one-fourth of the high school students, but most frequently by the diploma students in grades eleven and twelve. Less than 1 per cent of the students were attending some other school within the division or county; but about 4 per cent, mainly students from grades eleven and twelve, were enrolled in high schools outside the home division or county. Slightly over one-half of the students who attempted to obtain a diploma or to achieve matriculation standing successfully attained their objective; a higher percentage of the diploma students were successful in comparison to the matriculation students.

4. About 63 per cent of the students who obtained high school diplomas went on to further training. University, business colleges, the Institutes of Technology, and schools of nursing accounted for over 90 per cent of the students who continued their education or training





beyond high school. The university alone accounted for about 26 per cent of these students. About 10 per cent of the students enrolled in the high schools dropped out before obtaining a diploma. Of these, about one-half left school apparently because of unsatisfactory achievement. Drop-outs were most frequent at the grade eleven and twelve levels, amounting to about 12 per cent and 13 per cent of the enrolments respectively. About 40 per cent of the drop-outs enrolled in further training, particularly in business schools, the Institutes of Technology, and the Apprenticeship Program.

5. The greatest sources of influence on the nature of the high school programs were found to be the Department of Education, its agents (particularly the superintendents), and the university.

6. Several of the procedures and practices available for organizing instruction have had fairly general use. Those of greatest significance were the cycling of diploma courses, double programming, inclusion of grade nine in the high school departmentalization, extra classes, and field trips. Most of the other procedures examined, including half courses, semester courses, circuit teachers, team teaching, and student clubs appeared to have considerable potential values which could be exploited by interested teachers and administrators.

7. The traditional instructional aids such as films, tape recorders, and radios were used in the high schools much more frequently in 1964 - 65 than they were in 1959 - 60. However, except for television which had some use in nearly one-half of the schools in 1964 - 65, recently developed aids such as programmed learning devices, language labs,





and new types of projectors have had very little use in the rural high schools.

8. The strongest active supporters of centralization of the rural high schools were found to be the Department of Education and its representatives, particularly the superintendents; the greatest opposition to centralization came from the parents of the high school students. In general, the superintendents favored further centralization, at least to the extent of centralizing the students of two or three high schools in their administrative areas. The major reasons given by the superintendents for centralization were provision of a broader program, reduction in the number of drop-outs, and less difficulty in obtaining qualified teachers; while the major deterrents to centralization were the distance factor and disruption of school communities. Over 70 per cent of the schools in the sample were less than twenty miles from the nearest high school in the division or county. Centralizations for part-time instruction were designed mainly for classes of grade ten and eleven students in shop and home economics, and involved seventeen schools and 9 per cent of the high school enrolment.

9. Nine principals reported the effects that current centralization plans would have on their high schools. Three of the schools would expand in terms of staff, students, facilities, and program, while the other six schools would have reductions in staff and students. Twelve superintendents reported current centralization plans in their administrative areas. Several of the smaller high schools would be closed while other high schools would be enlarged; and certain grades of students would be transported from





their home schools to larger high schools.

10. An evaluation of four different types of centralization revealed that about 84 per cent of the superintendents were primarily interested in continuance of the traditional type of centralization; that is, bringing together all the students from an area to form a relatively large composite or comprehensive high school. About 8 per cent of the superintendents selected the type of separate, centralized schools for both the matriculation and the diploma students of two or more high schools to be the most feasible.

11. The most outstanding strength of the rural high schools as perceived by about two-thirds of the principals concerned the student as an individual. The extent to which teachers had personal knowledge of their students, and the amount of individual assistance that was given to students were considered as important values possessed by the schools. Other major strengths of considerable importance were observed to be the existence of close school-community relationships, and the presence of a cooperative, conscientious staff. Less frequently mentioned major strengths were few serious discipline problems, a high rate of student retention, strong school spirit, and suitability of the program for all students.

12. An inadequate program was identified as the major limitation in their high schools by about two-thirds of the principals. A number of principals considered their high school courses unsuitable and too difficult for some of the diploma students, particularly those classified in stanines one, two, and three according to the grade nine Departmental





examinations. Also mentioned were lack of challenge for superior students, and too much reliance on correspondence courses to supplement the program. Staffing was considered a major limitation by about 44 per cent of the principals. This included the difficulty of attracting and retaining qualified staff, frequent staff changes, and problems related to the overloading of staff with teaching duties. Inadequate facilities and equipment, and small enrolments were less frequently cited as major limitations of the rural high schools.

13. The principals' recommendations, which were designed to alleviate problems associated with the major limitations, emphasized the need to develop larger centralized high schools with more and better-qualified staff and extended facilities in an attempt to meet the needs of the diploma students as well as the needs of the matriculation students. Other suggestions included articulation of the programs of certain small high schools with those of larger schools, integration of schools presently offering duplicate services, extension of the Apprenticeship Program, and development of improved relationships between the school and the community.

### III. DISCUSSION OF FINDINGS

The programs of the selected rural high schools appeared to be designed almost exclusively on the assumption that all the students were being prepared to attend university. Since most of the students will not be attending university, it follows that the programs require substantial revision or extension in order to attempt to meet the needs of all the students. Obviously a small high school cannot offer the many courses





and the variety of programs available in the larger high schools. Lack of staff, students, and physical facilities determine definite restrictions on the program. Provision must necessarily be made in the rural areas to accommodate those students who are headed toward university, but consideration must also be given to the large majority of the students who have other interests and goals. It was found that the diploma students were, on the average, more successful in achieving their objectives. This is not surprising when one considers that there were undoubtedly a number of students who pursued matriculation without having the interest or capability necessary to reach that goal, and also when one realizes that the standards required for matriculation are higher than those for a diploma.

Apparently some parents decided that their home division or county did not provide the type of education that they needed or wanted for their children. Perhaps more parents would send their children to larger schools outside the home division or county if it were not for the cost factor. Of course many parents desire to have the students remain relatively close during their high school years, and thus may be prepared to accept the lesser educational opportunities in the small rural high schools.

Because of the demands for more rigorous curricula which have resulted in an advanced content level in several of the high school courses such as mathematics and the sciences, and because of the limitations in staff, resources, and facilities, many students in the small rural high schools may find it increasingly more difficult to obtain





diplomas or to achieve matriculation standing. In the larger rural high schools the problem should be much less acute.

It was noted in the study that several of the available instructional procedures or practices have been used quite extensively in the rural high schools, while others have had little use. Some of the procedures could be investigated more fully for their possible contribution to the high school programs. A few comments about a number of these practices might be relevant at this point.

The cycling of matriculation courses was practiced in 17 per cent of the schools and another 20 per cent of the principals stated that the procedure was applicable to their schools. This is surprising in view of the fact that such courses have pre-requisites which are more or less necessary for proper understanding of, and satisfactory progress in, the next sequent courses. The practice appears to have minimal educational value to the students; it may have a detrimental effect on a student's progress. Double programming appears to be a reasonably effective device, but there should be additional time scheduled for the courses involved. There is some danger that the quality of instruction may suffer if double programming is coupled with inadequate preparation time for teachers.

The provision of circuit teachers for subjects such as shop, home economics, and typing necessitates having facilities at each school. Perhaps it is more feasible in some instances to convey groups of students to central facilities. At any rate, in some areas the desirability of having subject specialists on circuit may need to be weighed against the





loss in efficiency due to distance of travel. Distance can also be a limiting factor in relation to the effectiveness of teacher exchange; but if the teachers concerned travel at noon and remain for a half day, the procedure could be fairly efficient. The inclusion of grade nine in the high school departmentalization may cause scheduling to become more complex. High school students may have more difficulty in arranging their time tables, and consequently may have to enrol in additional correspondence courses in order to obtain sufficient credits. Certain social problems may also arise if the grade nine students are a part of the high school organization for purposes of instruction, but part of the junior high school for extra-curricular activities. Organizing all students in grades seven to twelve for extra-curricular activities might be helpful in some cases. It is understandable that team teaching has not made much headway in these schools since the staff and student body are so small. Similarly, although student clubs appear to have a potentially high educational value, the smallness of the schools inhibits their development.

The idea that a university might provide special services to the rural high schools, particularly with respect to stimulating interest in a field of research, or providing opportunity for a study of some depth may appear unrealistic to students and teachers who live in relatively remote areas of the province. However, schools in which the distance factor is not so significant might take greater advantage of the college facilities and perhaps seek ways in which the institutes of higher learning can be of service to their students.

In the years ahead, it should be anticipated that the applica-





tion of instructional aids to the high schools will continue to reflect technological developments. But factors such as inadequate funds, lack of trained staff to handle the devices, and apparent satisfaction with the traditional teaching methods may tend to prevent rapid change.

The attitudes of the superintendents towards centralization suggest that the traditional type of centralization will probably predominate for some time. However there will likely be some experimentation related to alternative types of organization. Perhaps there will be some attempts to separate the matriculation and diploma students for instruction; perhaps there will be a re-discovery of the effective utilization of student-residences. In some areas of Alberta, centralization in its usual sense may have progressed as far as practicable, considering the bussing distances involved. One of the superintendents made the following comment which appears to reach the core of the problem of centralization:

The people generally favor centralization; there is little direct opposition to the idea. It is essentially a question of location. Each group wants the centralized school in their town.

Any institution which has been in existence for many years is assumed by some people to have certain inherent values or strengths. Whether the strengths of the rural high schools as perceived by the principals were more apparent than real should be investigated more thoroughly. As might be expected, there were contradictory views. The most significant major strength reported focused on the students as individuals. Yet many of the students, as individuals, have little opportunity for an adequate education. Close school-community relation-





ships were reported as a strength, but in some instances poor relationships between school and community needed to be overcome. The staff in the rural high schools was reported by a number of principals as cooperative and conscientious, but staffing was a significant major limitation. Most of the principals agreed that their programs were inadequate and made recommendations designed to overcome the limitations, but several principals considered their high school programs to be suitable for both matriculation and diploma students.

Although the rural high schools may have made a valuable contribution to Alberta's educational system, their size precludes them from offering equal opportunities for all the students. It may be assumed that a considerable number of these small rural high schools will continue to serve a segment of the student population for some years. However, this does not mean that rural education must be static; undoubtedly there are ways by which the scope of educational opportunities can be substantially extended.

#### IV. RECOMMENDATIONS

The administrators of school divisions and counties in Alberta should re-examine current policies and practices and seek alternative approaches in attempting to establish educational facilities that will provide equal opportunities for all the students. There should be some careful consideration given to the development of still larger administrative units and the kinds of organization that will permit planning for education on a broader, more comprehensive scale.





The following recommendations are offered in the expectation that they may contain ideas which, if implemented, might serve to help improve the quality of education in the rural high schools.

Recommendations for administrators. Since the superintendents are the local administrators of the counties and divisions they are in a unique position to initiate and implement policies which may effectively expand rural high school opportunities. The following suggestions may contain some ideas as to what might be done by administrators to improve education in the rural high schools. School boards, superintendents, and principals might:

1. Establish long-range education planning committees composed perhaps of the superintendent, representatives of the school board, principals, and lay members to determine as well as possible what direction necessary change should take. For example, what changes should occur in curriculum, facilities, financing, organization, and administration in order to meet the needs of students in the rural high schools? What are the important priorities?

2. Consider the feasibility of departing from the traditional type of centralization and organizing one or more alternative types of centralization.

3. Study the feasibility of extending the facilities, equipment, and staff of one or more of the rural high schools.

4. Consider the possibility of extending the system of bussing from the smaller rural high schools to larger high schools for part-time instruction.





5. Consider the feasibility of closing certain of the isolated rural high schools and arranging for the education of the students elsewhere, possibly at a regional school with residence facilities.
6. Study the feasibility of implementing the partial high school concept in selected rural high schools. Provision could be made for certain grades to attend some larger school.
7. Attempt to integrate rural high schools which are offering duplicate services in a community.
8. Consider the employment of more circuit teachers for the rural high schools as an alternative to the extension of centralized facilities. Where schools are relatively far apart, the circuit teacher might spend several days, weeks, or months at each high school.
9. With the cooperation of other divisions, counties, urban school boards, and the government, study the possibility of organizing larger school administrative areas which would be big enough to provide matriculation, technical, and business education for the various groups of students.
10. Consider the employment of clerical assistance and teacher aides in the rural high schools in order that the overloaded teachers can focus more of their efforts on actual instruction.
11. Make a greater effort to attract and retain better qualified teachers in the rural high schools. Improved selection procedures, plus inducements such as modern living accommodations and higher salaries may be helpful.





Recommendations for teaching staffs. The teachers can help in a number of ways to improve the quality of education in the rural high schools. Some of the practices they might follow are listed here:

1. Experiment with alternative types of instructional and organizational procedures in order that the staff and facilities of the rural high schools may be used as effectively and efficiently as possible. Some of these possible alternatives have been suggested in this study. Others are a matter of ingenuity and initiative.

2. Initiate and organize intra-mural and inter-school competitions in the academic subjects and the fine arts, in order to stimulate higher achievement and greater cultural development in the rural high schools.

3. Assume a greater share of the responsibility for planning and organizing the programs of the rural high schools so as to recognize more fully the needs of the diploma students.

4. Make more effective use of the instructional aids that are available in the rural high schools, and demand more and better aids in order to improve the quality of instruction.

5. Obtain as full a knowledge as possible of the individual students, and provide as much individual instruction as feasible in order that the apparent major strength of the rural high schools may be more fully realized.



Recommendations for further research. This study attempted an investigation of several aspects of education in selected rural high schools in Alberta. Arising directly from the study are a number of problems which should be investigated more fully in order to obtain more knowledge related to this field. Topics such as these listed might be included in further investigations or problems associated with the rural high schools.

1. A study of the number and the qualifications of teachers in the school divisions and counties who are not presently engaged in teaching but who could be available for instruction on a part-time basis.
2. An investigation into the feasibility of applying the semester or trimester system to the rural high schools.
3. An investigation into the possibility of providing educational television programs for the rural high schools.
4. A study of the ways in which the staff and facilities of the university and junior colleges could contribute to the education of the rural high school students.
5. A study of the feasibility of developing cooperative part-time occupations programs for groups of students in the rural high schools.
6. A comparison between the degree of individual instruction received by the students in the rural high schools and that received by the students in relatively large high schools.
7. A study of the drop-outs from the rural high schools who did not enter directly into other training institutions, employment, or marriage.





8. A study of the drop-outs who entered further training in business schools, the Institutes of Technology, and the Apprenticeship Program. What can the rural high schools do for students such as these?

Increased effort by superintendents, school boards, principals, and teachers is essential if the educational opportunities available in the rural high schools are to be improved. Careful planning, cooperation, and foresight are required to provide the facilities that will help to meet the needs of all the students. Experimentation, innovation, and imaginative leadership must characterize further attempts at solving some of the problems of rural high school education.



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# Appendix A: The Role of the Teacher

## 1. The Role of the Teacher in the Classroom

### 1.1 The Teacher as a Facilitator

The teacher's role as a facilitator is to create a supportive environment for students to learn and grow. This involves providing resources, guidance, and encouragement.

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## APPENDIX A

The teacher's role as a facilitator is to create a supportive environment for students to learn and grow. This involves providing resources, guidance, and encouragement.

The teacher's role as a facilitator is to create a supportive environment for students to learn and grow. This involves providing resources, guidance, and encouragement.

### 2. The Role of the Teacher in the Community

The teacher's role as a facilitator is to create a supportive environment for students to learn and grow. This involves providing resources, guidance, and encouragement.

The teacher's role as a facilitator is to create a supportive environment for students to learn and grow. This involves providing resources, guidance, and encouragement.

The teacher's role as a facilitator is to create a supportive environment for students to learn and grow. This involves providing resources, guidance, and encouragement.

### 3. The Role of the Teacher in the Future

The teacher's role as a facilitator is to create a supportive environment for students to learn and grow. This involves providing resources, guidance, and encouragement.

The teacher's role as a facilitator is to create a supportive environment for students to learn and grow. This involves providing resources, guidance, and encouragement.





## ALBERTA RURAL HIGH SCHOOL STUDY

## PRINCIPALS' QUESTIONNAIRE

## SECTION A - CLASSIFICATION OF STUDENTS

Definition of Terms

Matriculation students - those students attempting to achieve University entrance requirements. All other students are Diploma students.

Matriculation program - those courses required for University entrance. Courses which fulfill requirements for a high school diploma constitute the Diploma program.

Grade 10 student - a student who is enroled in his first year of high school, or one who has not yet obtained any high school credits.

Grade 11 student - a student who has obtained some high school credits, and may therefore be considered as enroled in the second year of high school.

Grade 12 student - a student who is enroled in one or more grade 12 courses, and is in at least the third year of his high school program.

1. Please insert the number of students in each grade who are enroled in the following programs:

	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
3-year Matriculation program	_____	_____	_____
4-year Matriculation program	_____	_____	_____
3-year Diploma program	_____	_____	_____
4-year Diploma program	_____	_____	_____

2. How many Matriculation students in each grade are enroled in courses offered by the Correspondence School Branch? Also, what is the total number of such courses for each grade? Please insert the appropriate numbers:

	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
Number students enroled	_____	_____	_____
Total number courses	_____	_____	_____



3. How many Diploma students in each grade are enroled in courses offered by the Correspondence School Branch? Also, what is the total number of such courses for each grade? Please insert the appropriate numbers:

	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
Number students enroled	_____	_____	_____
Total number courses	_____	_____	_____

4. How many high school students from your attendance area are presently enroled at a school outside your Division or County? Please insert the number of such students for each grade:

Grade 10 \_\_\_\_\_, Grade 11 \_\_\_\_\_, Grade 12 \_\_\_\_\_.

5. How many high school students from your attendance area are presently enroled at another school within your Division or County? Please insert the number of such students for each grade:

Grade 10 \_\_\_\_\_, Grade 11 \_\_\_\_\_, Grade 12 \_\_\_\_\_.

6. (a) How many of your students discontinued attendance at high school (i.e. Dropped Out) during the period January 1, 1964 to December 31, 1964, before obtaining a High School Diploma? (Do not include students accounted for in questions 4 & 5.) Please indicate the last grade in which such students were enroled:

Grade 10 \_\_\_\_\_, Grade 11 \_\_\_\_\_, Grade 12 \_\_\_\_\_.

(b) Some of the following items may indicate reasons for certain students "dropping out" from high school before obtaining a High School Diploma. For each item that does represent the primary reason for one or more of your students dropping out, please insert the number of such students to whom, in your opinion, the reason is applicable. (Include only those students accounted for in question 6a.)

- |   |       |
|---|-------|
| (1) Unsatisfactory achievement in his courses                   | _____ |
| (2) Illness of the student                                      | _____ |
| (3) Student's responsibilities at home                          | _____ |
| (4) School discipline problems involving the student            | _____ |
| (5) Enrolment in some other educational or training institution | _____ |
| Others (Please specify)   | _____ |
| (6)   | _____ |
| (7)   | _____ |
| (8)   | _____ |





7. How many of your high school students enrolled in the following training institutions during the period January 1, 1964 to December 31, 1964? Indicate the grades in which such students would now be enrolled if they were attending your school instead. (Do not include students who obtained a high school diploma.)

	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
(a) Business College	_____	_____	_____
(b) Institutes of Technology	_____	_____	_____
(c) Armed Forces	_____	_____	_____
(d) Apprenticeship Training Program	_____	_____	_____
Others (Please specify)	_____	_____	_____
(e)	_____	_____	_____
(f)	_____	_____	_____
(g)	_____	_____	_____

8. How many of your students who obtained a High School Diploma last year enrolled in the following training institutions during the period June 30, 1964 to December 31, 1964?

	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
(a) Business College	_____	_____	_____
(b) Institutes of Technology	_____	_____	_____
(c) Armed Forces	_____	_____	_____
(d) Apprenticeship Training Program	_____	_____	_____
(e) University	_____	_____	_____
Others (Please specify)	_____	_____	_____
(f)	_____	_____	_____
(g)	_____	_____	_____
(h)	_____	_____	_____

9. How many grade 12 students attempted to complete their Matriculation Program last year?

How many such students were successful?

\_\_\_\_\_  
\_\_\_\_\_

10. How many grade 12 students attempted to complete their Diploma programs last year?

How many such students were successful?

\_\_\_\_\_  
\_\_\_\_\_



## SECTION B - INSTRUCTION

1. Various procedures or plans may be used in the organization of the instructional programs in high schools. Procedures that relate to your high school may be classified in accordance with the following definitions

Procedures Being Used - procedures presently being used in the organization of your high school program.

Procedures Applicable - procedures not being used at the present time, but which would, in your opinion, be both feasible and beneficial in the organization of your high school program.

Procedures Impracticable - procedures which, in your opinion, are not feasible, or which would be of no benefit in the organization of your high school program.

Please classify the following procedures as they relate to your high school.

Insert One check mark (✓) in the appropriate space after each item listed:

	<u>Procedure Being Used</u>	<u>Procedure Applicable</u>	<u>Procedure Impracticable</u>
a. Cycling of matriculation courses (eg. Language 20 this year, English 10 next year)	_____	_____	_____
b. Cycling of non-matriculation courses (eg. Sociology 20 this year, Psychology 20 next year)	_____	_____	_____
c. Double programming (eg. Biology 20 and Biology 32 taught in the same classroom in the same period)	_____	_____	_____
d. Provision of half-courses (eg. An elective course regularly offered for 5 credits is offered for 3 credits (3 periods a week) throughout the school year)	_____	_____	_____





	<u>Procedure Being Used</u>	<u>Procedure Applicable</u>	<u>Procedure Impracticable</u>
e. "Semester" system (eg. A 3-credit course is offered for 5 periods a week during half of the school year)	_____	_____	_____
f. Different ability groups in certain sub- jects (eg. 2 classes in Math.10, grouped accord- ing to superior and average ability)	_____	_____	_____
g. Cooperative part-time occupations program (eg. Student attends school half days; other half days in actual employment)	_____	_____	_____
h. Field trips related to classroom work	_____	_____	_____
i. Student clubs related to classroom work	_____	_____	_____
j. Use of "circuit" (traveling) teachers (eg. for Shop, Home Ec., French, etc.)	_____	_____	_____
k. <u>Regular exchange</u> of teachers between your school and another school for one or more subjects	_____	_____	_____
l. <u>Local part-time</u> teachers for one or more subjects	_____	_____	_____
m. Transport of students to another school for Shop, Home Ec., etc.	_____	_____	_____
n. Inclusion of grade 9 in the high school depart- mentalization	_____	_____	_____



	<u>Procedure Being Used</u>	<u>Procedure Applicable</u>	<u>Procedure Impracticable</u>
o. Team teaching (Two or more teachers participating in the instruction of a group of students in a particular course)	_____	_____	_____
p. Saturday or evening college-affiliated seminars for gifted students in math., science, etc.	_____	_____	_____
Others (Please specify)	_____	_____	_____
r.	_____	_____	_____
s.	_____	_____	_____

2. To what extent were the instructional aids listed below used in your high school five years ago? To what extent are they being used at present? Please insert One check mark (✓) on Each line for Each school year.

	1959-60		
	<u>Much use</u>	<u>Some use</u>	<u>None</u>
(a) Films	_____	_____	_____
(b) Filmstrips	_____	_____	_____
(c) Tape recorders	_____	_____	_____
(d) Radios	_____	_____	_____
(e) Projectors other than film or filmstrip (eg. Opaque, Overhead, etc.)	_____	_____	_____
Others (Please specify)	_____	_____	_____
(f)	_____	_____	_____
(g)	_____	_____	_____
(h)	_____	_____	_____





		1964 - 65	
	<u>Much use</u>	<u>Some use</u>	<u>None</u>
(a) Films	_____	_____	_____
(b) Filmstrips	_____	_____	_____
(c) Tape recorders	_____	_____	_____
(d) Radios	_____	_____	_____
(e) Projectors other than film or filmstrip (eg. Opaque, Overhead, etc.)	_____	_____	_____
Others (Please specify)			
(f)	_____	_____	_____
(g)	_____	_____	_____
(h)	_____	_____	_____

To what extent are the following instructional aids being used in your high school at the present time:

	<u>Much use</u>	<u>Some use</u>	<u>None</u>
(a) Language laboratory	_____	_____	_____
(b) Teaching machines (any "programmed" learning)	_____	_____	_____
(c) T.V. programs	_____	_____	_____

3. In recent years some individuals and groups have recommended an advanced content level in various courses of the high school program.

Generally speaking in your opinion, how advanced is the content of courses offered in your high school at the present time? (Please insert One check mark (✓) in the appropriate space after each item.)

	<u>Too difficult</u>	<u>Too easy</u>	<u>About right</u>
(a) For students attempting to achieve Matriculation standards?	_____	_____	_____

Comment:



Too difficult      Too easy      About right

- (b) For students attempting  
to obtain sufficient  
credits for a High School  
Diploma?

\_\_\_\_\_

Comment:

4. Do you believe the number and type of courses offered by your high school are adequate to meet the needs of:

- (a) Students attempting to achieve Matriculation?

Yes \_\_\_\_\_, No \_\_\_\_\_, Uncertain \_\_\_\_\_.

- (b) Students not attempting to achieve Matriculation?

Yes \_\_\_\_\_, No \_\_\_\_\_, Uncertain \_\_\_\_\_.

5. How many "credits" are being offered in your high school during 1964 - 65 in each of the grades:

Grade 10 \_\_\_\_\_, Grade 11 \_\_\_\_\_, Grade 12 \_\_\_\_\_.





## SECTION C - ORGANIZATION

"Centralization of schools", as used in this context, is to be interpreted as follows:

a. Conveyance of groups of high school students from one school to another for part-time instruction in such subjects as Shop, Home Ec., etc., Or

b. The enrolment in one school, of the high school students formerly attending two or more schools.

1. What is the driving distance in miles from your high school to the nearest high school in your Division or County?

\_\_\_\_\_ miles

2. (a) at the present time, are any of your high school students being conveyed to another school for part-time instruction in such subjects as Shop, Home Ec., etc.?

Yes \_\_\_\_\_, No \_\_\_\_\_.

(b) if you answered "Yes" to part (a), please insert the number of students, and the subjects, for each grade:

	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
No. students	_____	_____	_____
Subjects	_____	_____	_____

(c) At the present time, are any high school students being conveyed from another school or schools to your school for part-time instruction in Shop, Home Ec., etc?

Yes \_\_\_\_\_, No \_\_\_\_\_.

(d) If you answered "Yes" to part (c), please insert the number of students, and the subjects, for each grade:

	<u>Grade 10</u>	<u>Grade 11</u>	<u>Grade 12</u>
No. students	_____	_____	_____
Subjects	_____	_____	_____



3. To your knowledge, will your high school be participating in "further centralization" for the year 1965 - 66"

Yes \_\_\_\_\_, No \_\_\_\_\_.

4. If you answered "Yes" to Question 3, please answer this question also. Which of the following items describe some of the effects such centralization will have on your school? Please check each item that applies:

- (a) Expansion of your high school building \_\_\_\_\_
- (b) Increase in the number of your high school students \_\_\_\_\_
- (c) Provision of a broader program of instruction in your high school \_\_\_\_\_
- (d) Increase in the number of your high school staff \_\_\_\_\_
- (e) Complete loss of your high school students \_\_\_\_\_
- (f) Loss of your high school students from one or two grades \_\_\_\_\_  
(Specify which grade(s) \_\_\_\_\_)
- (g) Decrease in the number of your high school staff \_\_\_\_\_
- (h) Conveyance of some of your high school students to another school for part-time instruction in Shop, Home Ec., etc. \_\_\_\_\_  
(Please specify grade(s) and subjects)
- (i) Conveyance of some of the high school students from another school or schools to your school for part-time instruction in Shop, Home Ec., etc. \_\_\_\_\_  
(Please specify grade(s) and subjects)
- Others (Please specify)
- (j) \_\_\_\_\_
- (k) \_\_\_\_\_





5. In your opinion, which groups or individuals have influenced or are influencing "centralization" either positively or negatively in your high school attendance area?

A "Positive" influence indicates active support of centralization.

A "Negative" influence indicates active resistance to centralization.

"Not an influence" indicates neither active support nor active resistance to centralization.

	<u>Positive Influence</u>	<u>Negative Influence</u>	<u>Not an Influence</u>
(a) County or Division School Board	_____	_____	_____
(b) High School Inspector	_____	_____	_____
(c) School Staff	_____	_____	_____
(d) Department of Education	_____	_____	_____
(e) High School Students	_____	_____	_____
(f) Superintendent of Schools	_____	_____	_____
(g) Parents of Your High School Students	_____	_____	_____
(h) Local Home and School Association	_____	_____	_____
(i) Town and Village Councils	_____	_____	_____
(j) Local Principals' Association	_____	_____	_____
(k) High School Principal	_____	_____	_____
Others (Please specify)			
(l)	_____	_____	_____
(m)	_____	_____	_____



## SECTION D - SOURCES OF INFLUENCE

Which of the following groups, agencies, or sources of pressure have had, or are having some effective influence upon local decisions regarding the nature of the instructional program of your high school?

Circle a "3" to indicate a source of considerable influence  
 "2" to indicate some influence  
 "1" to indicate minor influence  
 "0" to indicate no importance

Please circle a number or zero after Each item:

(a) University of Alberta	3	2	1	0
(b) Local Superintendent	3	2	1	0
(c) Provincial A.T.A.	3	2	1	0
(d) Division or County School Board	3	2	1	0
(e) American Studies in biological sciences, physics, chemistry, etc.	3	2	1	0
(f) Local Principals' Association	3	2	1	0
(g) Your High School Staff	3	2	1	0
(h) Research Studies on learning, child growth and development, etc.	3	2	1	0
(i) Local A.T.A.	3	2	1	0
(j) Department of Education	3	2	1	0
(k) Local Home and School Association	3	2	1	0
(l) Textbook Publishers	3	2	1	0
(m) High School Inspector	3	2	1	0
Others (Please specify)				
(n)	3	2	1	0
(o)	3	2	1	0





## SECTION E - STRENGTHS AND LIMITATIONS

You may feel that your high school has certain strengths or advantages in comparison with larger high schools, or that it makes a unique contribution to the local community. Also, in looking at your high school with a "critical eye", you may feel it has certain weaknesses or limitations.

(a) What do you consider is the major strength of your high school?

(b) What do you consider is the major limitation of your high school?

(c) What, in your opinion, is the best solution in overcoming this limitation?



# Appendix A: Survey Questions

## Demographic Information

### Question 1: Please provide your age and gender.

Please provide your age and gender. (Age range: 18-24, 25-34, 35-44, 45-54, 55-64, 65+)

Please provide your gender. (Male, Female, Other)

Please provide your education level. (High school or less, Some college, Bachelor's degree, Master's degree, Doctorate)

Please provide your income level. (Less than \$10,000, \$10,000-\$19,999, \$20,000-\$29,999, \$30,000-\$39,999, \$40,000-\$49,999, \$50,000-\$59,999, \$60,000-\$69,999, \$70,000-\$79,999, \$80,000-\$89,999, \$90,000-\$99,999, \$100,000 or more)

## APPENDIX B

Question	Response	Question	Response
1. How often do you use the service?	Never, Rarely, Sometimes, Often, Always	2. How satisfied are you with the service?	Very Dissatisfied, Dissatisfied, Neutral, Satisfied, Very Satisfied
3. How easy is it to use the service?	Very Difficult, Difficult, Neutral, Easy, Very Easy	4. How likely are you to recommend the service to others?	Not at all, Somewhat, Very
5. How much do you value the service?	Not at all, Somewhat, Very	6. How likely are you to use the service again?	Not at all, Somewhat, Very
7. How much do you trust the service?	Not at all, Somewhat, Very	8. How much do you value your privacy?	Not at all, Somewhat, Very
9. How much do you value your security?	Not at all, Somewhat, Very	10. How much do you value your data?	Not at all, Somewhat, Very





## ALBERTA RURAL HIGH SCHOOL STUDY

## SUPERINTENDENTS' QUESTIONNAIRE

## SECTION A - HIGH SCHOOLS AND TEACHERS

Please classify the High Schools and High School Teachers in your Administrative Area, as follows:

- (a) In column 1, insert the number of high schools which are of the size shown in column 2.
- (b) In column 3, insert the actual number of high school teachers corresponding to the size of school shown in column 2. (Do not include "Circuit" teachers, but do include "teaching principals".) (Include all high school teachers in 3A high schools.)
- (c) In column 4, for each size of high school, insert the number of high school teachers holding at least one degree.

<u>No. of High Schools</u>	<u>Size of H.S. Staff</u>	<u>Actual No. H.S. Teachers</u>	<u>No. H. S. Teachers With Degrees</u>
<u>                    </u>	3 or fewer	<u>                    </u>	<u>                    </u>
<u>                    </u>	4 - 6	<u>                    </u>	<u>                    </u>
<u>                    </u>	7 - 10	<u>                    </u>	<u>                    </u>
<u>                    </u>	11 or more	<u>                    </u>	<u>                    </u>



## SECTION B - ORGANIZATION

"Centralization of schools", as used in this context, is to be interpreted as follows:

(a) Conveyance of groups of high school students from one school to another for part-time instruction in such subjects as Shop, Home Ec., etc., Or

(b) The enrolment in one school, of the high school students formerly attending two or more schools. (This could mean the closing of one high school and the enrolment of those students in another school operating at present.)

1. Which of the following statements best expresses your viewpoint concerning further centralization of the high school students in your Administrative Area?

Please check one statement.

(a) There should not be any further centralization \_\_\_\_\_

(b) I am in favor of very limited further centralization such as regular conveyance of some groups of high school students from one school to another for Shop, Home Ec., etc. \_\_\_\_\_

(c) I am in favor of centralizing the students of two or three present high schools \_\_\_\_\_

(d) I am in favor of centralizing the students of four or more present high schools \_\_\_\_\_





If you checked either of parts (c) or (d) in question 1, please answer this question also.

### Definition of Terms

Matriculation students - those students attempting to achieve University entrance requirements. All other students are Diploma students.

Matriculation program - those courses required by a student for University entrance. Courses which fulfill requirements for a high school diploma constitute the Diploma program.

2. Centralization procedures might vary considerably, depending on the local situation. The following procedures are suggested as being possible ways to meet the further needs of high school students now and within the next 10 - 20 years in your Administrative Area.

Please indicate your opinion as to the relative feasibility of these procedures by entering the numbers 1 to 4 in the blanks. Number the Most Feasible procedure "1", the next most feasible "2", and so on.

- (a) Provision of only a Matriculation program in certain high schools, and centralization of the Diploma students \_\_\_\_\_
- (b) Provision for separate, centralized schools for both the Matriculation students and the Diploma students of two or more high schools \_\_\_\_\_
- (c) Centralization of all the students of two or more high schools so as to provide a Composite type high school offering some "vocational" training. \_\_\_\_\_
- (d) Provision of only a Diploma program in certain high schools, and centralization of the Matriculation students. \_\_\_\_\_

3. (a) Will there be further centralization of high school students in your Administrative Area, effective 1965 - 66?

Yes \_\_\_\_\_, No \_\_\_\_\_.



3. (b) If "Yes", please describe briefly the nature of such centralization:

4. Which of the following statements, in your opinion, suggest reasons for centralizing the students of certain high schools in your Administrative Area? Use a check mark to indicate a Major reason, Minor reason, or Not a reason.

Please insert One check mark after each statement:

	<u>Major Reason</u>	<u>Minor Reason</u>	<u>Not a Reason</u>
(a) It is easier to obtain qualified teachers	_____	_____	_____
(b) Provision of a broader, more effective program	_____	_____	_____
(c) Reduction in operational cost of schools	_____	_____	_____
(d) Fewer teachers are required	_____	_____	_____
(e) Reduction of the number of high school drop-outs	_____	_____	_____
Others (Please specify)			
(f)	_____	_____	_____
(g)	_____	_____	_____





5. Which of the following statements, in your opinion, suggest reasons for not centralizing the students of certain high schools in your Administrative Area? Use a check mark to indicate a Major reason, Minor reason, or Not a reason.

Please insert One check mark after each statement:

	<u>Major Reason</u>	<u>Minor Reason</u>	<u>Not a Reason</u>
(a) Students must be bussed too far	_____	_____	_____
(b) The benefits of centralization are uncertain	_____	_____	_____
(c) The present high schools are adequate to meet the students' needs	_____	_____	_____
(d) The cost is too great	_____	_____	_____
(e) School communities will be disrupted	_____	_____	_____
Others (Please specify)			
(f)	_____	_____	_____
(g)	_____	_____	_____



6. Which groups or individuals have influenced or are influencing high school centralization either positively or negatively in your Administrative Area?

A "Positive" influence indicates active support of centralization.

A "Negative" influence indicates active resistance to centralization.

"Not an influence" indicates neither active support nor active resistance.

	<u>Positive Influence</u>	<u>Negative Influence</u>	<u>Not an Influence</u>
(a) County or Division School Board	_____	_____	_____
(b) High School Inspector	_____	_____	_____
(c) School Staffs	_____	_____	_____
(d) Department of Education	_____	_____	_____
(e) High School Students	_____	_____	_____
(f) Superintendent of Schools	_____	_____	_____
(g) Parents of Your High School Students	_____	_____	_____
(h) Local Home and School Associations	_____	_____	_____
(i) Town and Village Councils	_____	_____	_____
(j) Local Principals' Association	_____	_____	_____
(k) High School Principals	_____	_____	_____
Others (Please specify)			
(l)	_____	_____	_____
(m)	_____	_____	_____





## SECTION C - SOURCES OF INFLUENCE

Which of the following groups, agencies, or sources of pressure have had, or are having some effective influence upon local decisions regarding the nature of the instructional programs of your high schools?

Circle a "3" to indicate a source of considerable influence  
 "2" to indicate some influence  
 "1" to indicate minor influence  
 "0" to indicate no importance

Please circle a number or a zero after each item:

(a) University of Alberta	3	2	1	0
(b) Local Superintendent	3	2	1	0
(c) Provincial A.T.A.	3	2	1	0
(d) Division or County School Board	3	2	1	0
(e) American Studies in biological sciences, physics, math., chemistry, etc.	3	2	1	0
(f) Local Principals' Association	3	2	1	0
(g) Your High School Staffs	3	2	1	0
(h) Research Studies on learning, child growth and development, etc.	3	2	1	0
(i) Local A.T.A.	3	2	1	0
(j) Department of Education	3	2	1	0
(k) Local Home and School Associations	3	2	1	0
(l) Textbook Publishers	3	2	1	0
(m) High School Inspector	3	2	1	0
Others (Please specify)				
(n)	3	2	1	0
(o)	3	2	1	0



# APPENDIX C

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The following is a list of the names of the persons who have been appointed to the various committees of the Board of Directors of the Corporation. The names are listed in alphabetical order of the last name. The names of the persons who have been appointed to the various committees of the Board of Directors of the Corporation are listed in alphabetical order of the last name.

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## ACCOMPANYING LETTER SENT TO PRINCIPALS

## ALBERTA RURAL HIGH SCHOOL STUDY

## PRINCIPALS' QUESTIONNAIRE

This questionnaire has been designed for the purpose of obtaining information on certain high schools within School Divisions and Counties in Alberta. It is part of the work associated with the preparation of a Master's Thesis under supervision of the Department of Educational Administration, University of Alberta.

Because the study involves a sample of carefully selected schools, a response from every principal receiving the questionnaire is of great importance. I would be pleased to have your responses to the questions which I have prepared.

Your answers will be kept strictly confidential, and no identification of schools or principals will appear in the report.

I shall be very grateful for the time and effort you take in assisting me with this study.

Please return the completed questionnaire in the enclosed envelope at your earliest convenience.

Sincerely yours,

D. V. Kilback,  
Principal  
Coronation High School



## ACCOMPANYING LETTER SENT TO SUPERINTENDENTS

## ALBERTA RURAL HIGH SCHOOL STUDY

## SUPERINTENDENTS' QUESTIONNAIRE

This questionnaire is part of the work associated with the preparation of a Master's Thesis under supervision of the Department of Educational Administration, University of Alberta. I am particularly interested in the programs and operation of the 4 - 6 teacher high schools in divisions and counties.

I have prepared a questionnaire for the principals of the selected high schools in divisions and counties, but in order to obtain a more comprehensive view of the schools, I am also soliciting information from the superintendents.

Therefore, will you kindly answer the questions which I have prepared? I shall be very grateful for the time and effort that you may take in providing this assistance.

Your answers will be kept strictly confidential. No identification of superintendents, schools, counties, or divisions will appear in the report.

Please return the completed questionnaire in the enclosed envelope at your earliest convenience.

Sincerely yours,

D. V. Kilback,  
Principal  
Coronation High School







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